

California
Central Valley Habitat
Joint Venture

Habitat Fun Pack

Grades K-3



Grades K - 3

In This Packet:

ART

Paper Bag Mallard
Duck Stamp Designing
Melvin Mallard from Modesto - Coloring Sheet
Flock of Snow Geese - Mobile

SCIENCE

Species Identification:

Flashcards
Bird Book

Habitat Awareness:

Habitat Mobile - 4 Habitat Needs
Take Me To My Habitat - Maze
Ready, Set, Go! - Maze
Put Me in my Place - Habitat Match

MATH

Male Wood Duck - Addition
What's Going On? - Looking at Data

LANGUAGE ARTS

Paper Bag Mallard - Puppet Show Script
Word Find
Water Usage - Collage, Family Discussion
Word Builder
Wetlands Bingo - Spelling, Speaking, Listening
Vocabulary List
Current Book Selections

MUSIC

Habitat Tunes - Singing
Musical Geese - Movement to Music

BACKGROUND INFORMATION

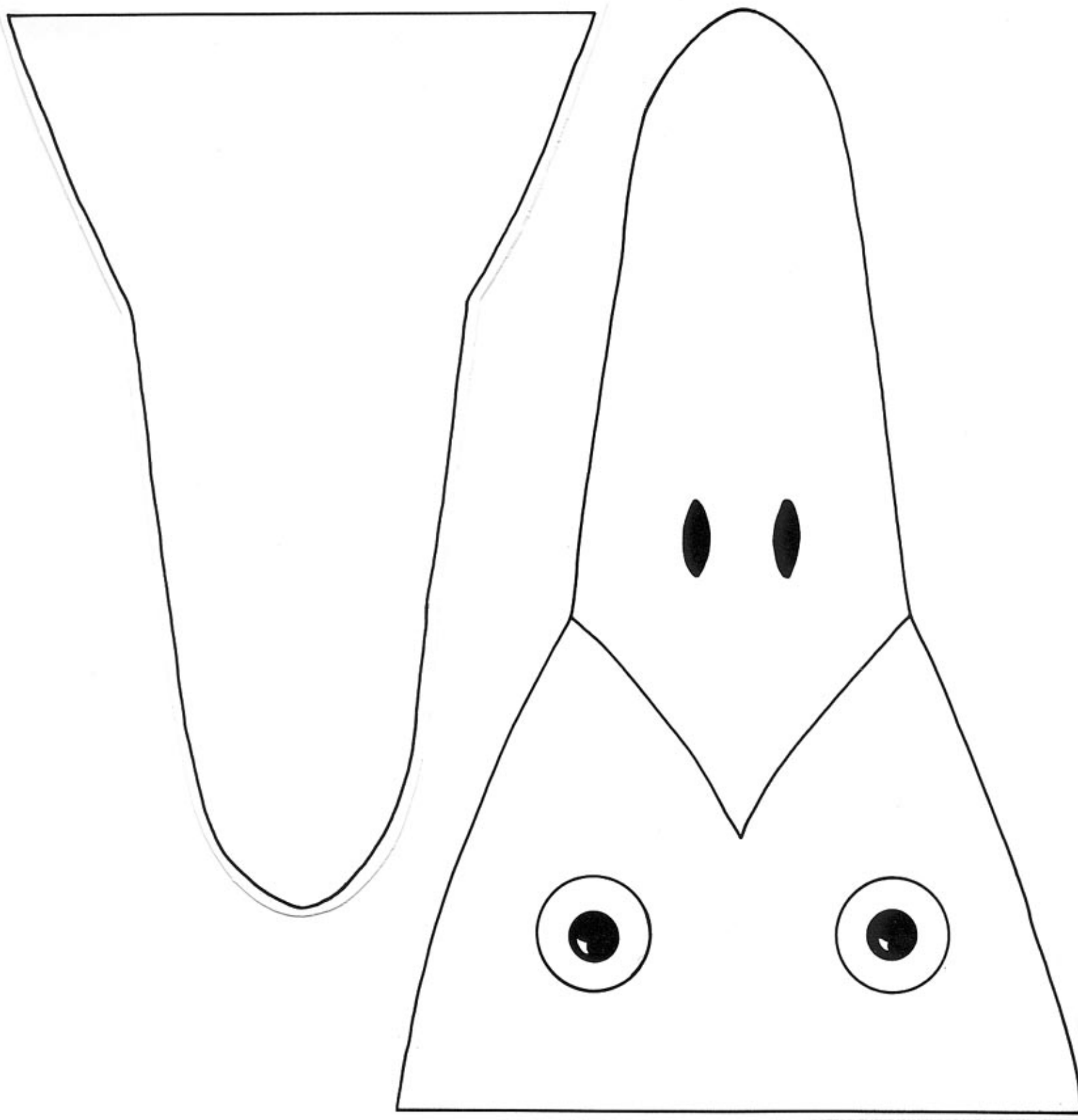
Articles - "Migratory Birds", "Freshwater Marsh"

- ★ *Do you need a warm-up activity this morning?*
- ★ *Is PE over, but it's not quite time for recess?*

As part of the Central Valley focus of the North American Waterfowl Management Plan, these games and activities will supplement your environmental education program, while providing "sponge activities" for those short sections of time that occur during the teaching day.

It is hoped that these materials will create an awareness of waterfowl as a disappearing resource, and a sense of value for the birds and their habitat that remains.





PAPER BAG MALLARDS

OBJECTIVES:

Students will become familiar with the mallard duck, the four seasons, and the migration cycle through the making of duck puppets and presentation of a puppet show.

MATERIALS:

Paper bags, copy of duck's head, scissors, glue, crayons and/or markers

READ TO YOUR CLASS:

Marilyn is a female mallard duck. Her bill is gold, and the feathers on her head and body are brown and white.

Michael is a male mallard duck. His bill is yellow, and his head and neck are shiny green. He has a white collar and a brown chest. His body feathers are gray.

During the year, we live in our houses here in _____ (your city or town). Maybe we go to the beach in the summer for a visit, but mostly we stay in one place. It's different for Marilyn and Michael. They will leave California and fly all the way up to Alaska. It won't be too cold for them because it is spring. There is plenty of room and food for them up there.

In Alaska, Marilyn will have her baby ducklings. They will grow and learn to fly during the summer. When fall arrives, and the air gets colder Marilyn and the ducklings will fly south, back to California.

They will stop, rest, and feed along the way. They will have to watch out for storms and other problems, but during all of their trip, they will know exactly where they are going.

When they get to California where it is nice and warm, they will rest and eat until it is time to fly north again after the winter has passed.

This is how ducks and many other birds live during all four seasons of the year.

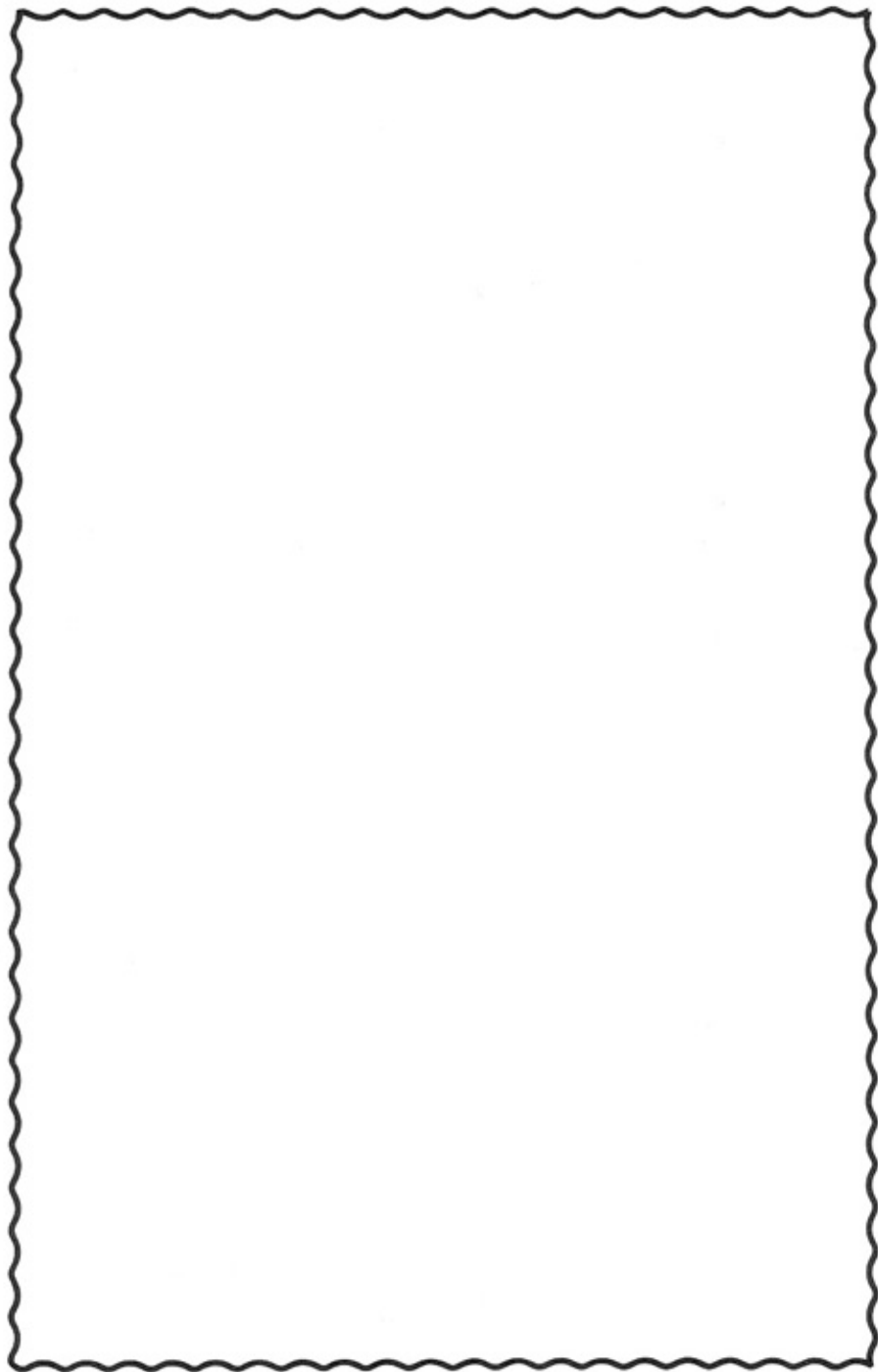
STUDENTS MAKE PUPPETS: (See blackline copy and sample)

PUPPET SHOW: Script, props, and a suggestion for a quickly-constructed stage are included in this packet.

Name _____

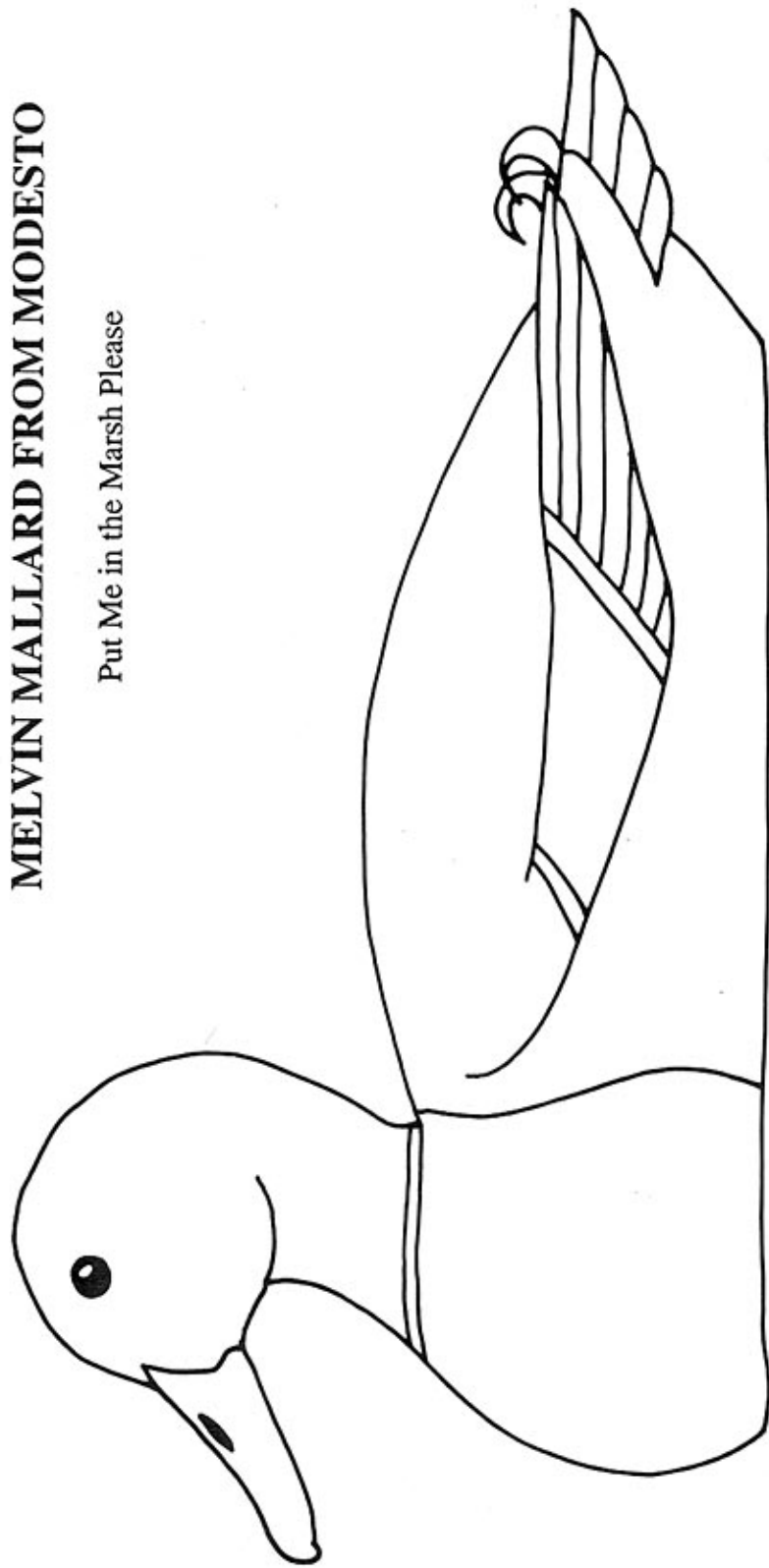
DUCK STAMP DESIGNING

Hunters buy a ticket to hunt. Other people who are also interested in birds buy it too. The ticket is called a Duck Stamp, and the money from selling the stamp buys land for the birds. Draw your own Duck Stamp here:



MELVIN MALLARD FROM MODESTO

Put Me in the Marsh Please



Color my head green.

Color my bill yellow.

Color my wing patch blue.

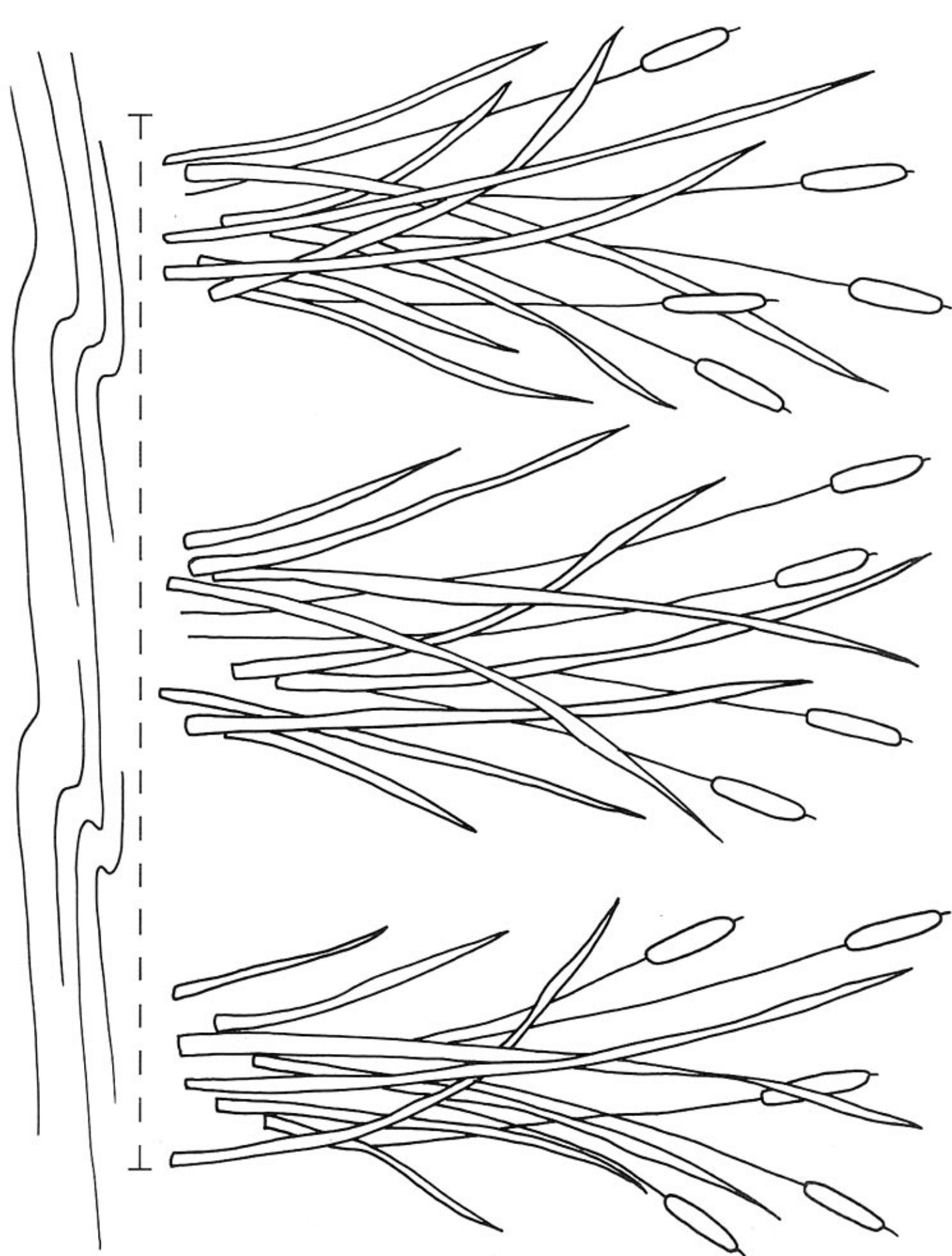
Color my chest brown.

Color my body gray.

Color my marsh green and brown and blue.

Cut me out and cut a place in the marsh for me.

Now I can sit in the marsh, but if you glue a popsicle stick to me I can *GLIDE*!



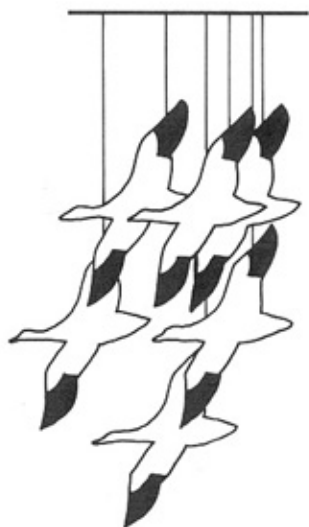
FLOCK OF SNOW GEESE



Run on tag board

Using this stencil, have each student make a bird, and add it to the "flock".

One wire hanger will take at least a flock of six.



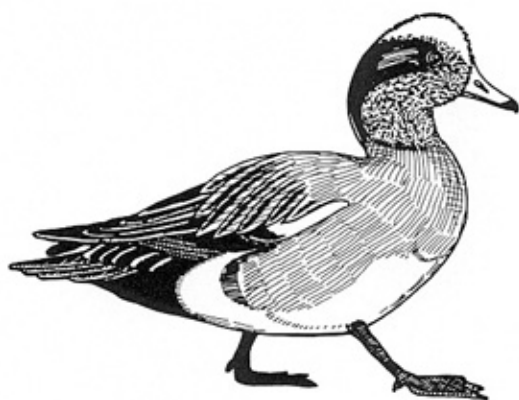


American Avocet
Black-necked Stilt

American Bittern

American Wigeon

Belted Kingfisher

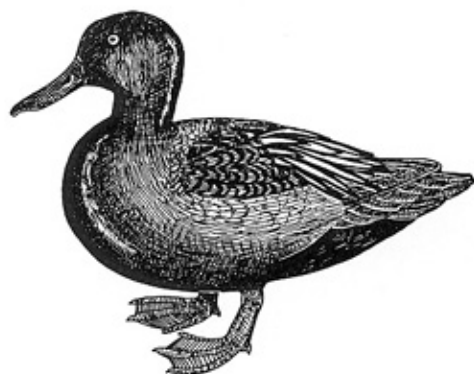
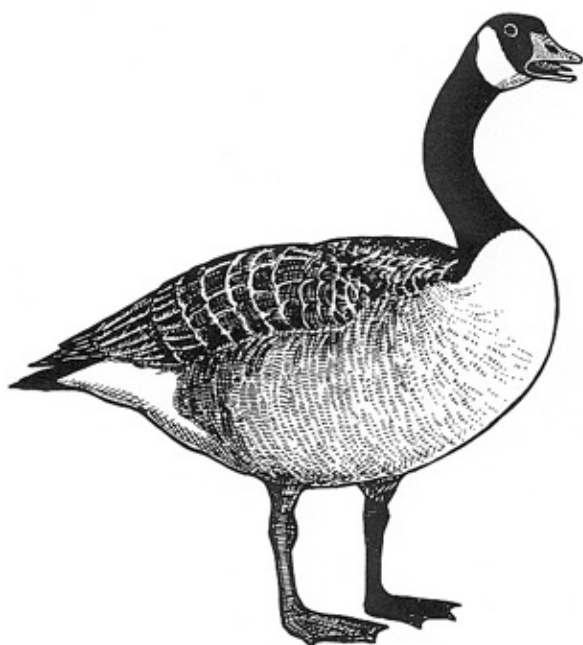


Canada Goose

California Quail

Cinnamon Teal

Canvasback

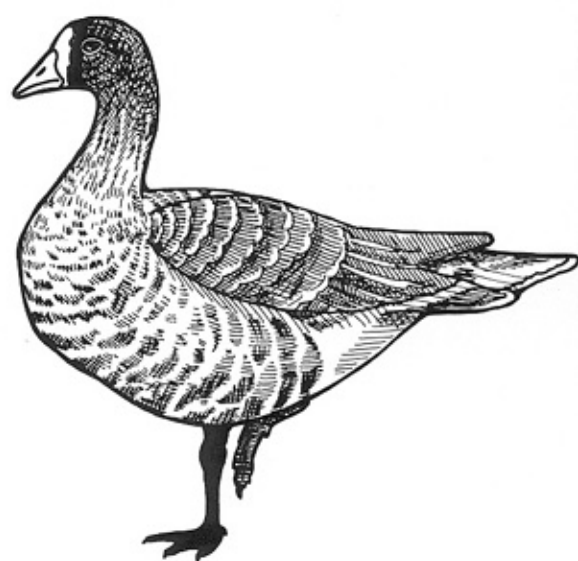
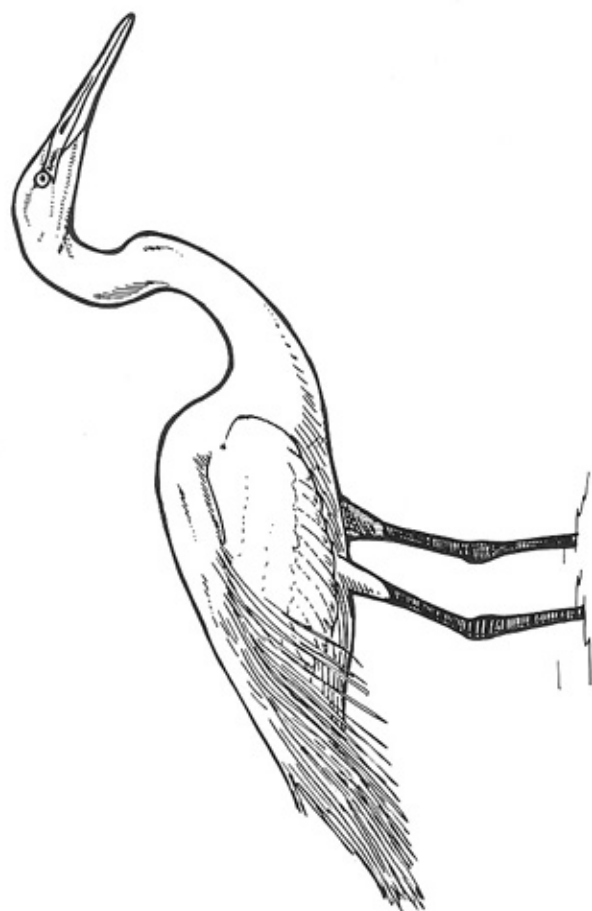


Great Blue Heron

Coot

Greater
White-Fronted
Goose

Great Egret

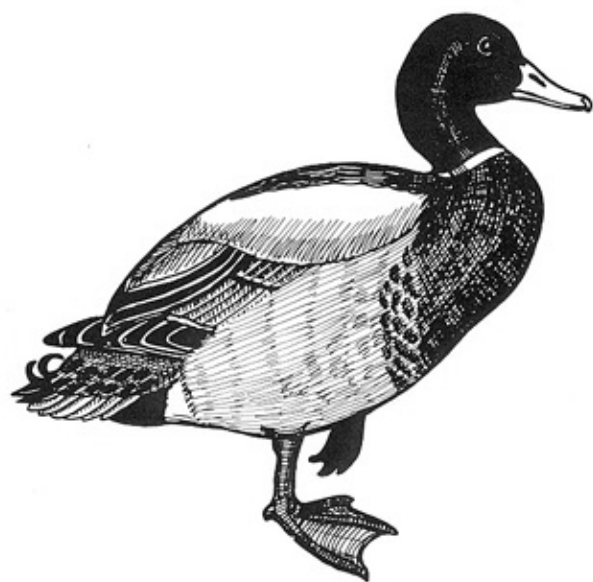
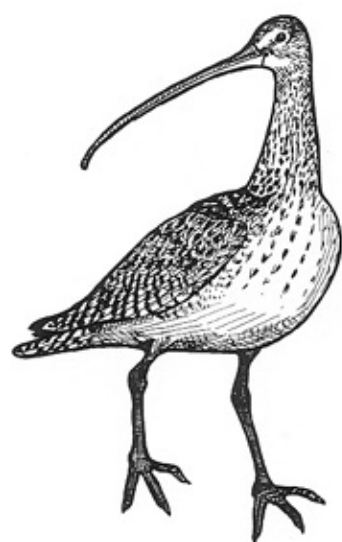


Long-billed Curlew

Killdeer

Northern Flicker

Mallard

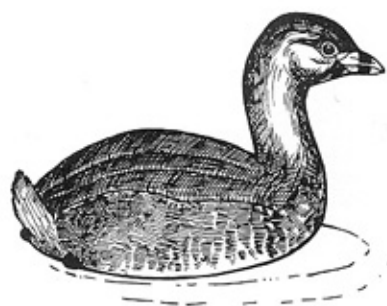
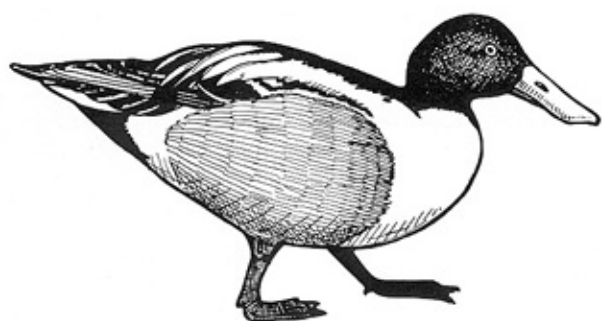
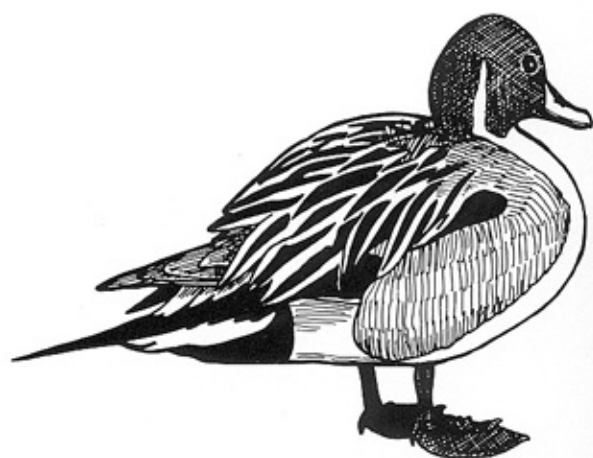


Northern Pintail

Northern Harrier

Pied-billed Grebe

Northern Shoveler

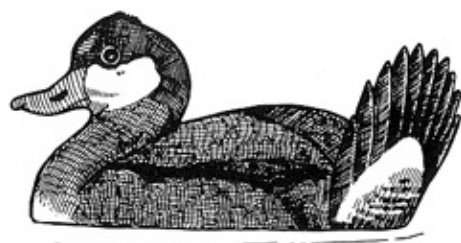


Ring-necked Pheasant

Red-winged Blackbird

Sandhill Crane

Ruddy Duck

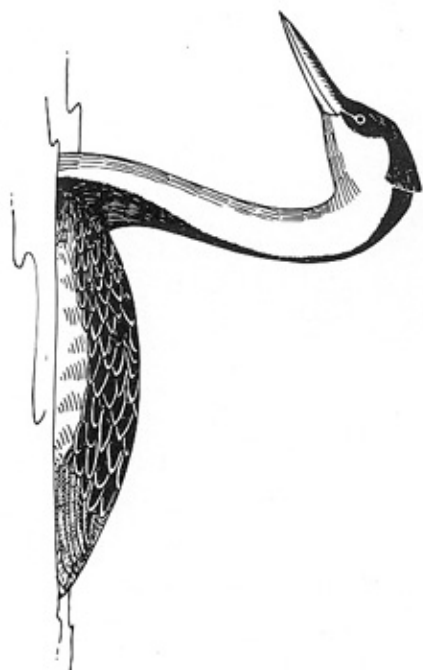
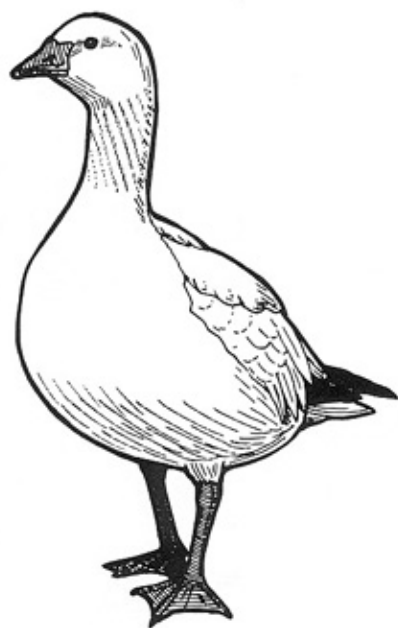


Western Grebe

Snow Goose

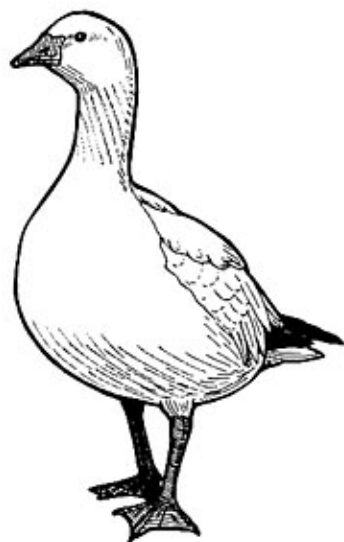
Wood Duck

Western Meadowlark



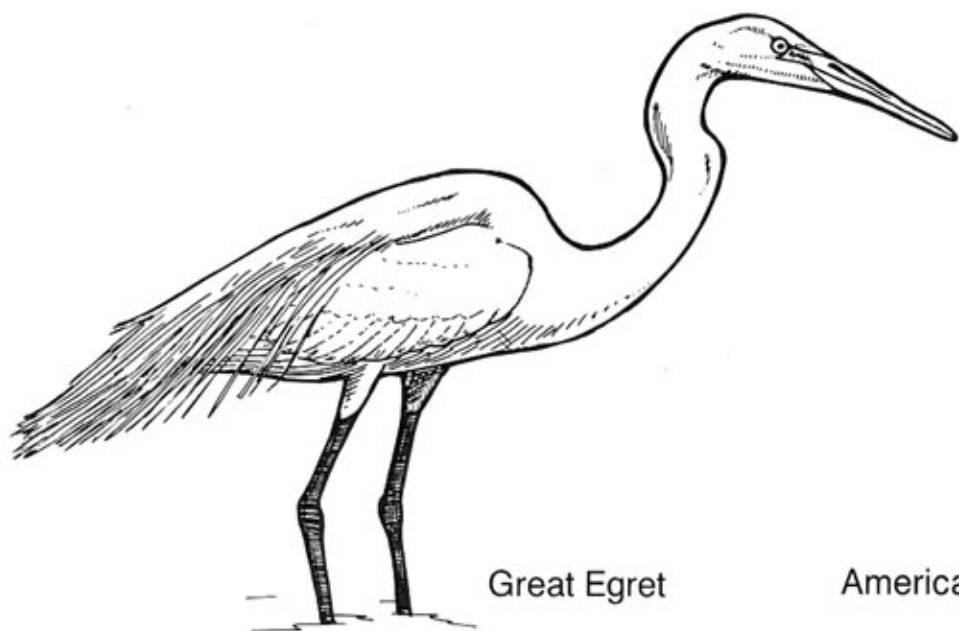


Birds of the Central Valley



To take home and share

How Many Can You Find?



Great Egret



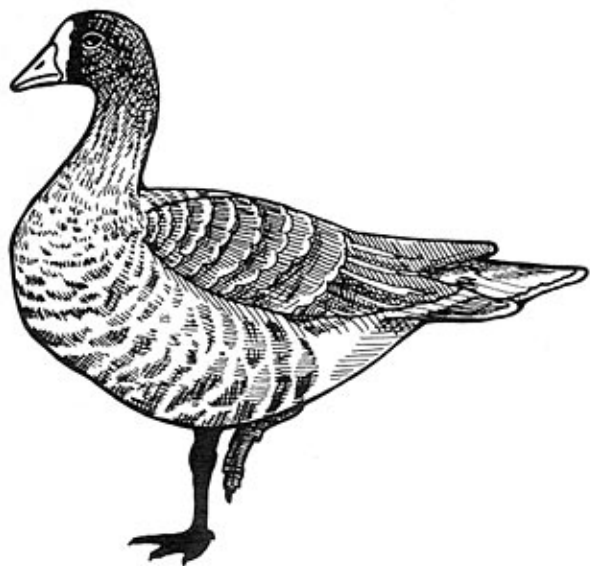
American Bittern



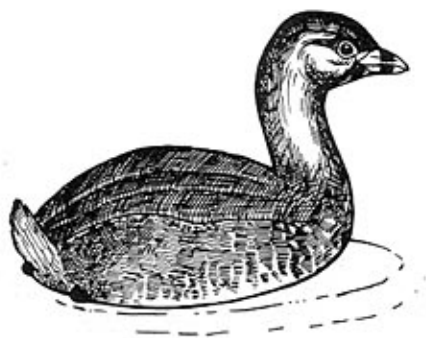
Sandhill Crane



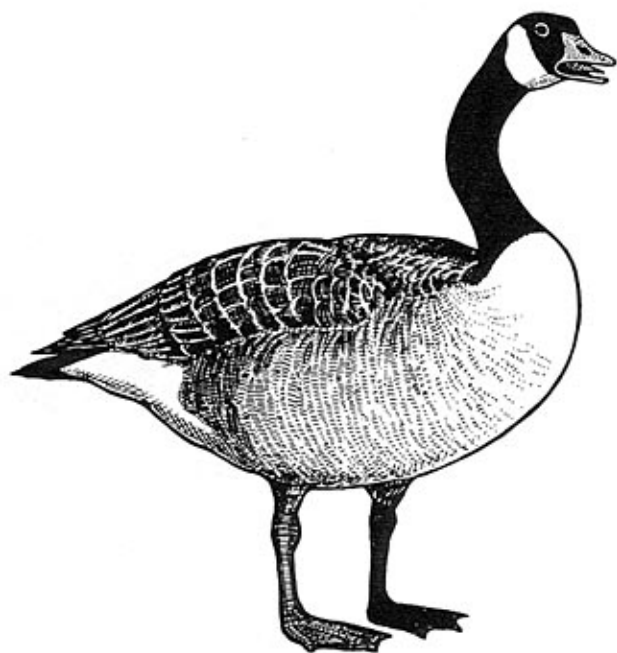
Great Blue Heron



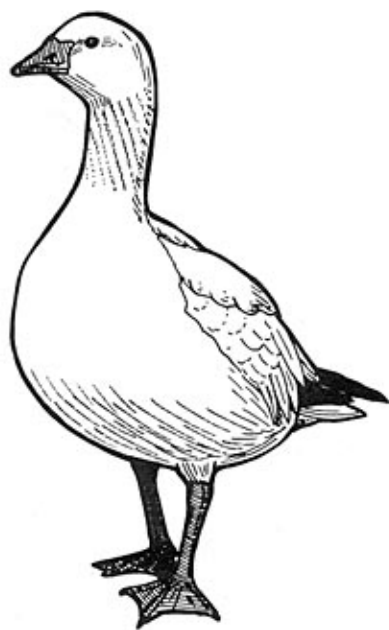
Greater White-Fronted Goose



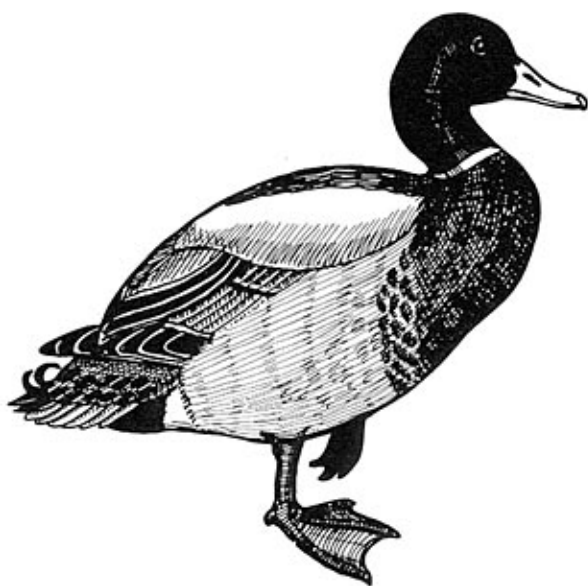
Pied-billed Grebe



Canada Goose



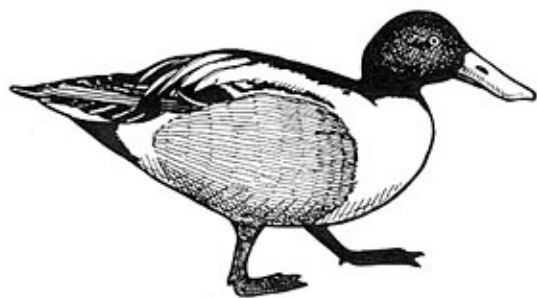
Snow Goose



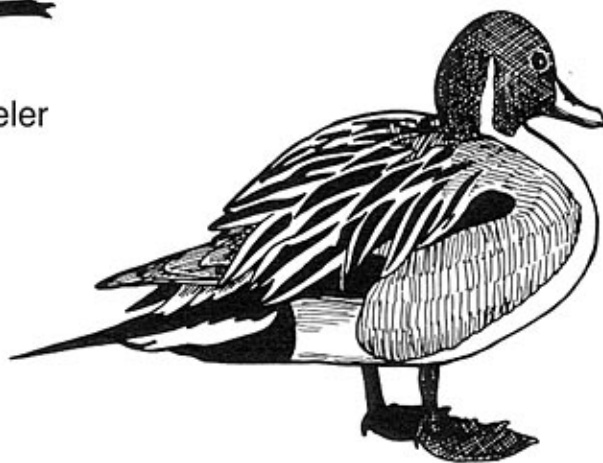
Mallard



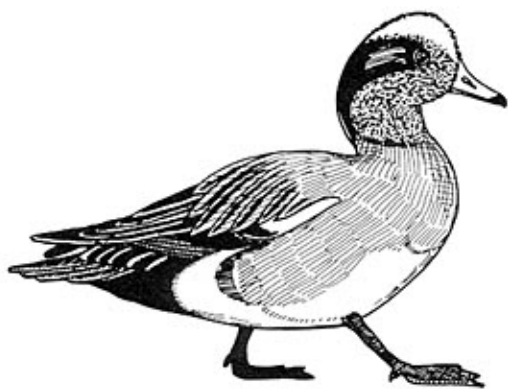
Wood Duck



Northern Shoveler



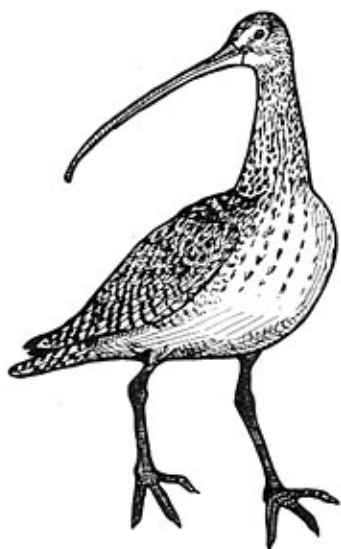
Northern Pintail



American Wigeon



Ruddy Duck



Long-billed Curlew



Black-necked Stilt

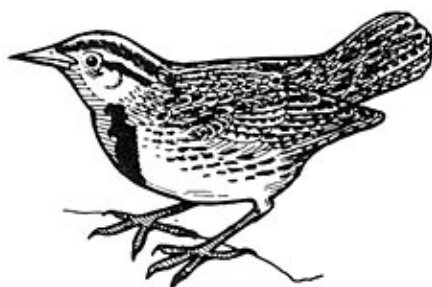
American Avocet



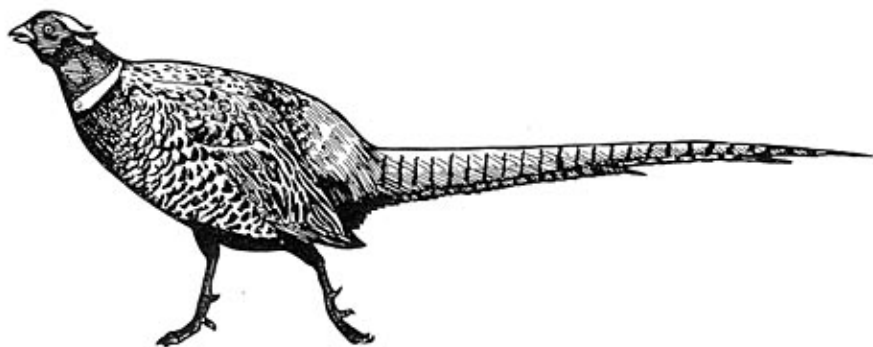
Northern Harrier



California Quail



Western Meadowlark



Ring-necked Pheasant



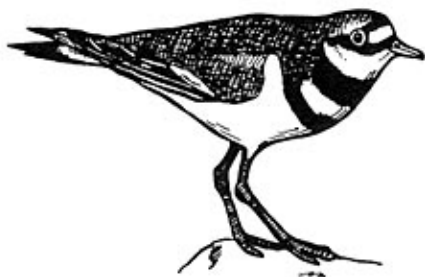
Red-winged Blackbird



Belted Kingfisher



Yellow-rumped Warbler



Killdeer

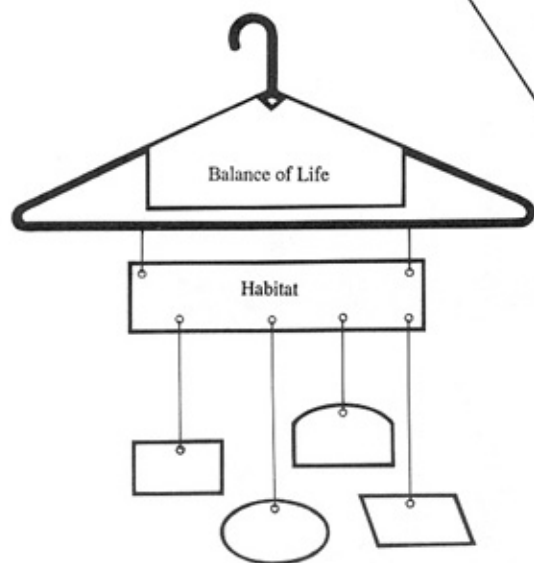


Northern Flicker

HABITAT MOBILE

4 Requirements for Habitat

1. Run all sheets on tagboard.
2. Have students color letters and cut out pieces.
3. The "Balance of Life" jacket fits over the top of a hanger.
4. Arrange and hang the pieces as shown below.



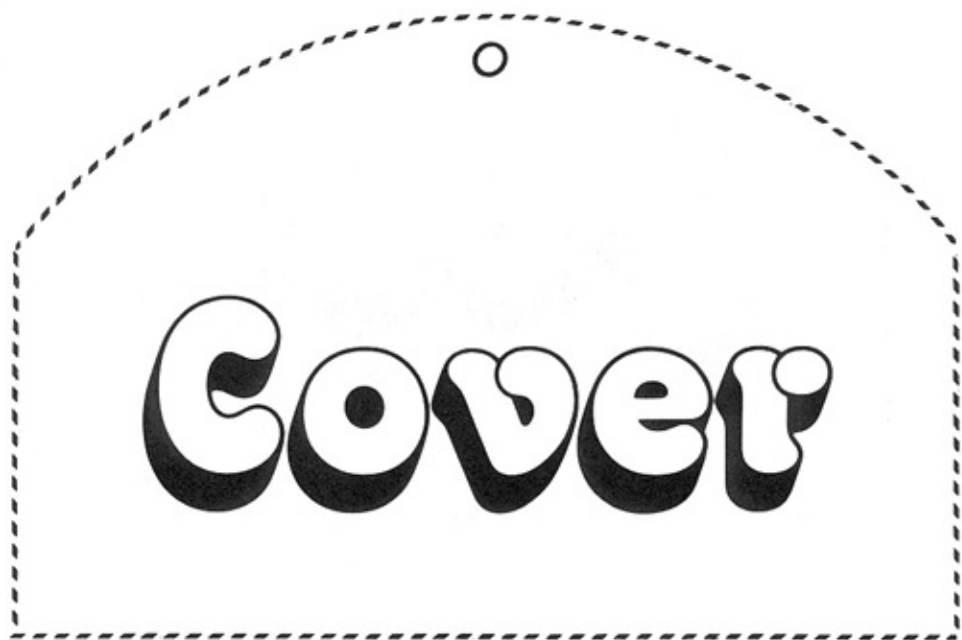
Habitat

Cut Out

Cut Out

Cut Out

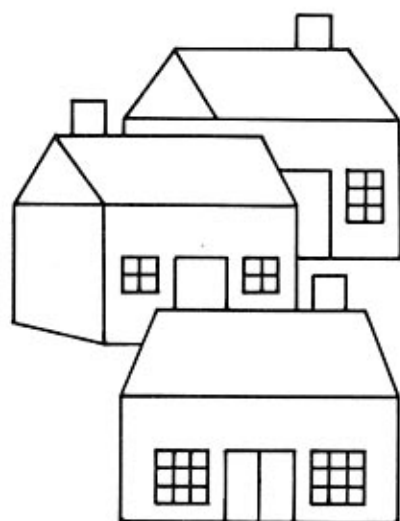
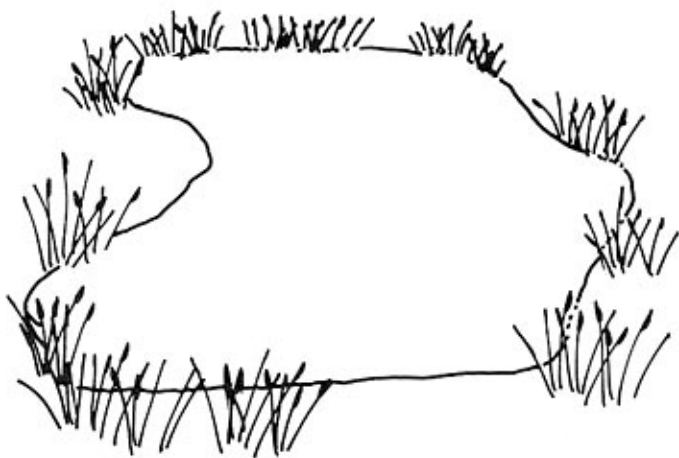
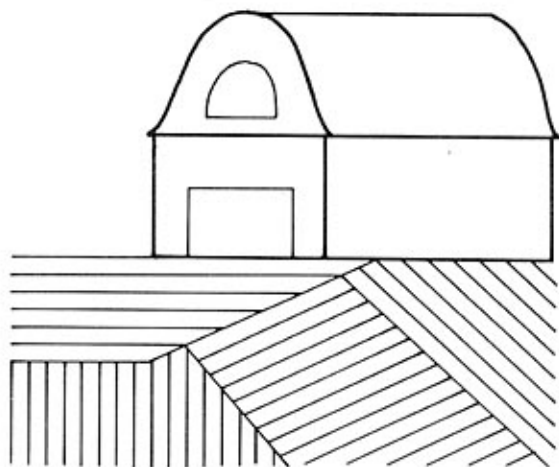
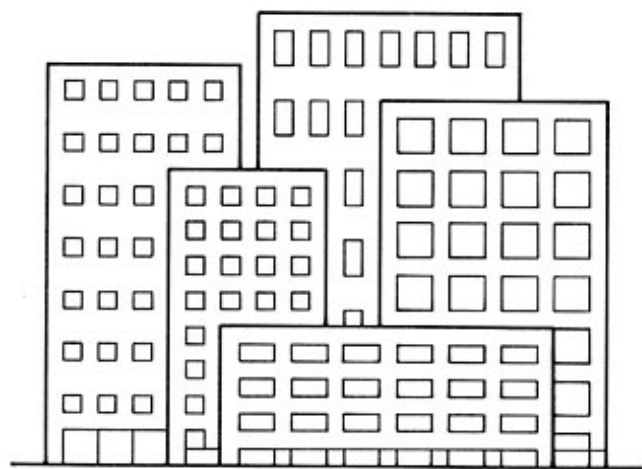
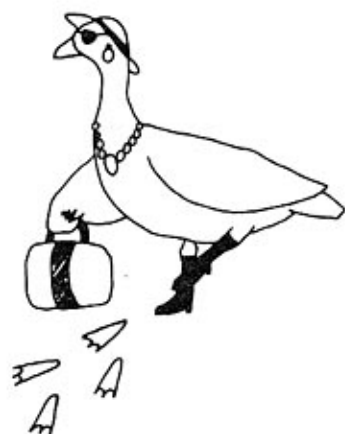
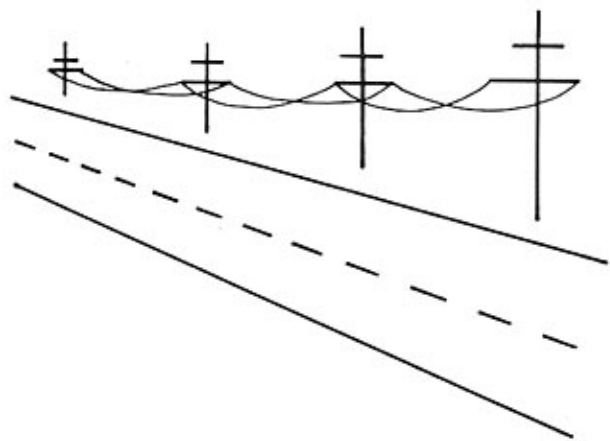
The Balance of Life



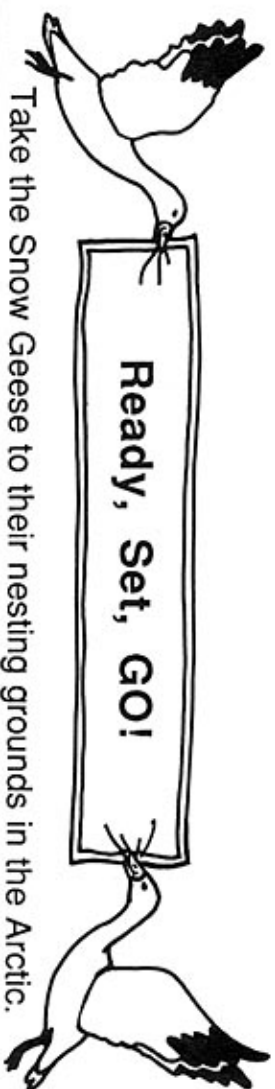
Food

Water

Take Me To My Habitat.

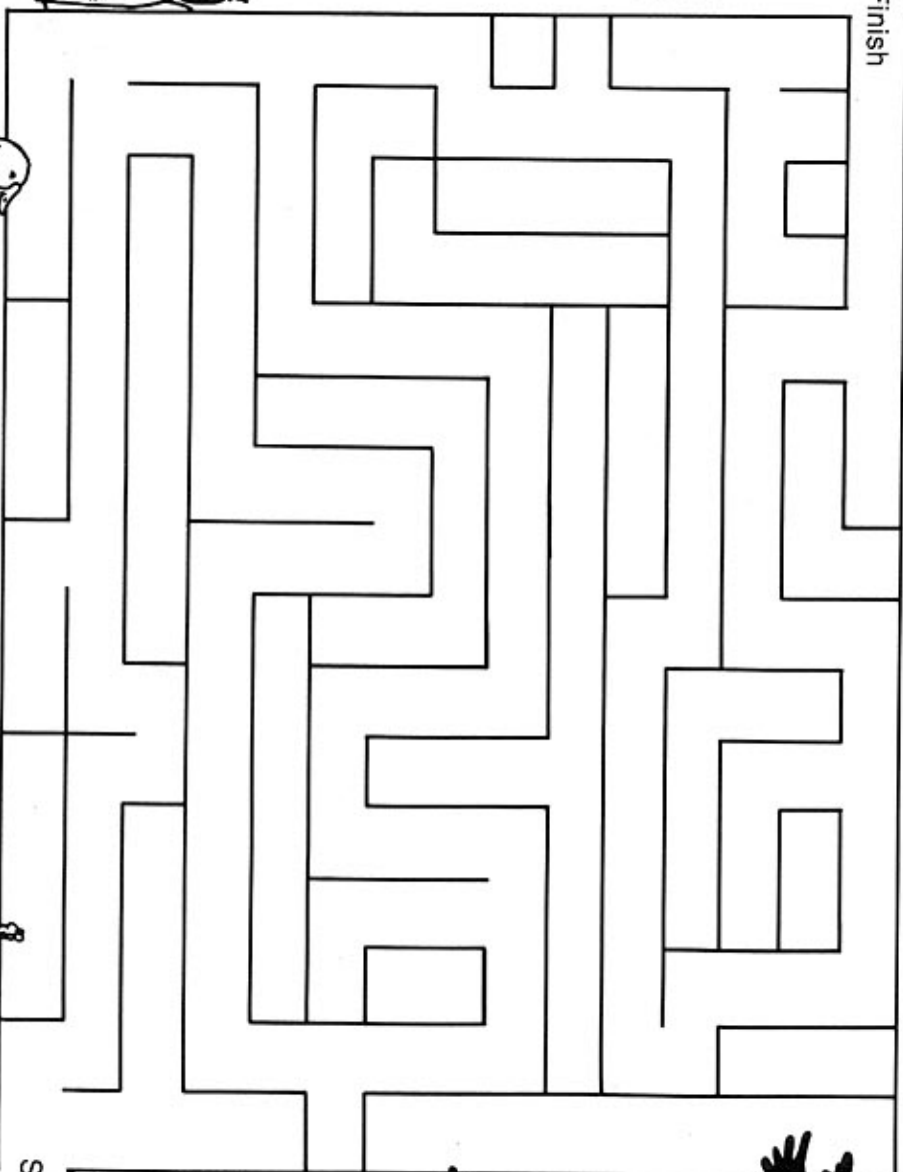


Name _____



Take the Snow Geese to their nesting grounds in the Arctic.

Finish



Start

Central Valley



PUT ME IN MY PLACE - Habitat Match

A Wildlife Refuge is a special place for birds and other animals. Government workers take care of this place so that it will always be used by the wildlife.

Different kinds of birds like to be in different parts of the refuge. Read about the birds, cut them out, and put them where they like to be.

CUT THESE OUT:

RUDDY DUCK - Likes to dive down for its food. Found in marshes or on lakes or ponds.



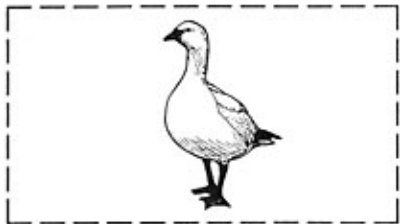
WESTERN GREBE - This bird stays in open water and builds a floating nest.

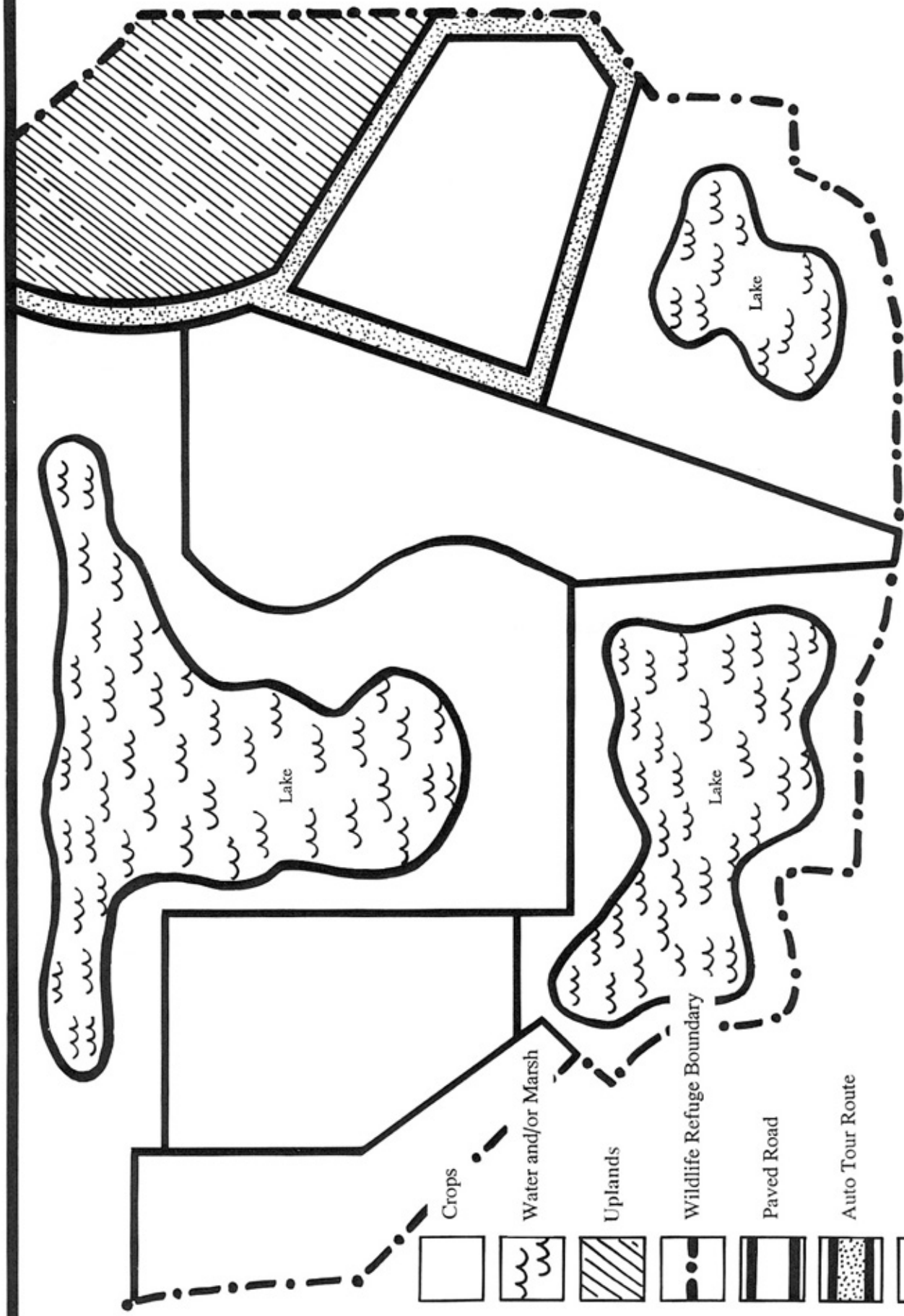


MALLARD - Enjoys the water, but can be found in many places on the refuge, so you can put it where you like.



SNOW GOOSE - Will be found feeding in grassy areas.

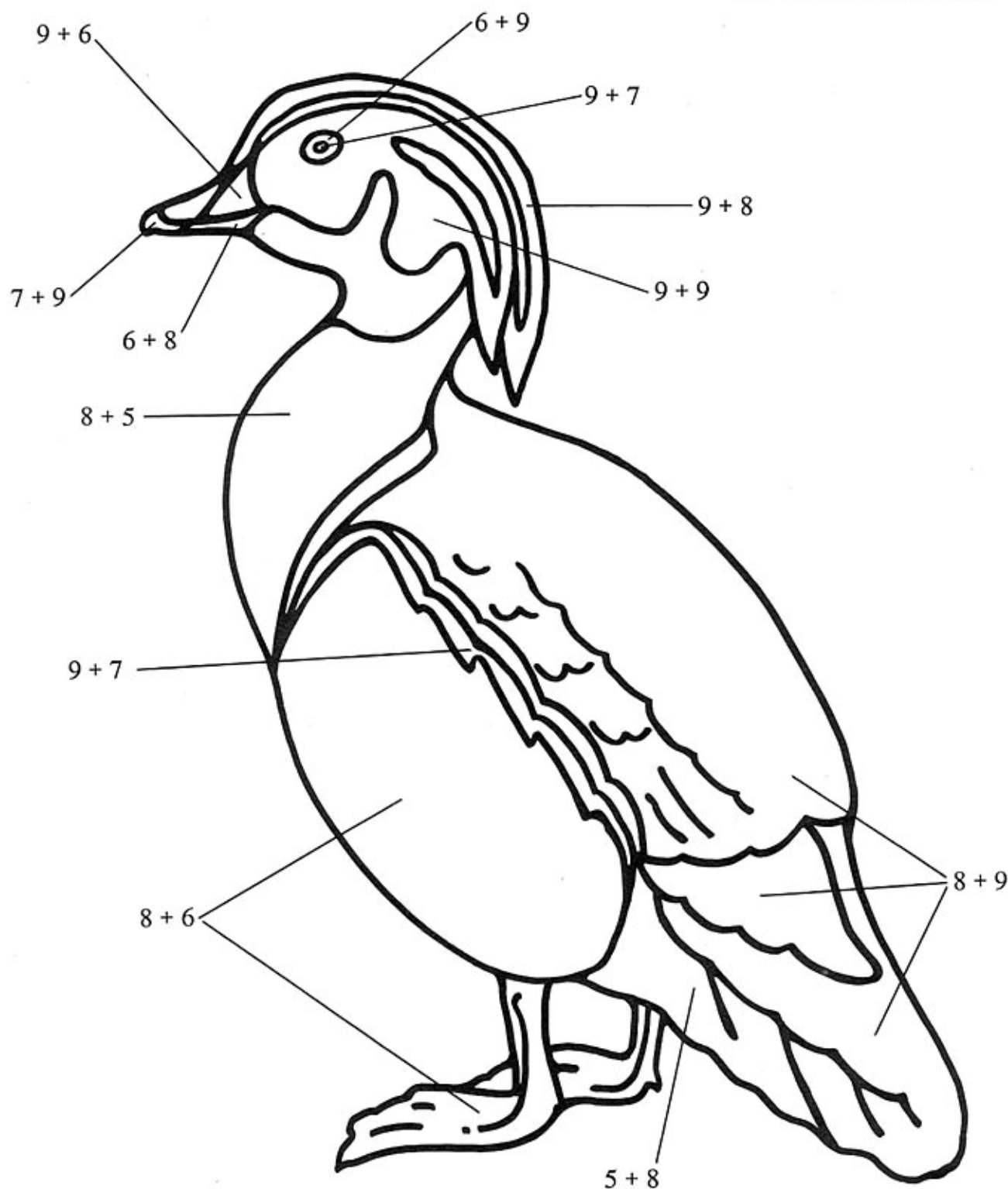




Name _____

Boundaries of the Refuge Sections

MALE WOOD DUCK



13 - Brown
14 - Yellow
15 - Orange

16 - Black
17 - Green
18 - Purple

Color away and learn these hard ones!

WHAT'S GOING ON? ... Looking at data (grade 3)

A wildlife refuge is a place set aside for birds and other animals. The refuge manager is in charge. There are four wildlife refuges in the Sacramento Valley.

Best Seasons to Look at Wildlife:

	Colusa	Delevan	Sacramento	Sutter
Spring			X	
Summer				
Fall	X	X	X	X
Winter	X	X	X	X

Things to do at the Refuges:

	Colusa	Delevan	Sacramento	Sutter
Nature Trails			X	
Auto Tour	X		X	
Fishing	X	X	X	X
Hunting	X	X	X	X
Visitor Center	X		X	
Refuge Leaflet	X	X	X	X
Species List	X	X	X	X
Food and Lodging Nearby	X		X	

Talk About It:

Which seasons are the best for looking at birds and other animals in the refuge?
What season is not a good time to visit the refuge to see the wildlife?

Which refuge has the most activities?
What two refuges are near food and hotels or motels?
Which refuge has nature trails for hiking?
You can observe wildlife from your car at two of the refuges. Which ones?
Which refuges have lists of the animals?

PAPER BAG MALLARD PUPPET SHOW

(Hold up title sign: LET'S TRAVEL!)

(Enter two mallard ducks, Marilyn and Michael)

MICHAEL: Well, it's spring again, Marilyn old girl. When shall we leave for Alaska?

MARILYN: I've thought about packing for the trip, Michael, but you know it sounds like my younger sister Mipsy and her new husband Marty are getting ready for their first trip, and they need a lot of help. Oh, here's Mipsy now, and she looks worried.

(Mipsy enters in a flutter)

MIPSY: Oh dear, oh dear! Marty and I have this feeling that we should fly north now, but it just doesn't make sense. We'll miss our friends.

MARILYN: Don't be upset Mipsy. We're going too, but you need to know some things before take-off time, so kick back for a minute and listen up, OK?

(Michael nods in agreement)

MIPSY: (nods) Okay.

MARILYN: Good. Now, first you have to know that this feeling you and Marty have to fly north is the same in a lot of birds. It's Nature's way of reminding us that there is a better place for feeding. We'll all stay together and fly along a path in the air called the Pacific Flyway until we get to Alaska. (hold up Pacific Flyway sign) It's a wonderful place for our breeding grounds, and we can have our babies there. (hold up breeding grounds sign)

MIPSY: I have noticed that there is not much food around here right now.

MARILYN: Right. And our habitat -- where we live -- has to have food. Besides that, you know, it also has to have water for swimming and feeding, lots of room so we aren't crowded, and cover or shelter so we can have our babies. Check this out: (hold up habitat sign)

MIPSY: A lot of our habitat has been disappearing because humans want to use it for their own reasons.

MICHAEL: Yes, so it really helps that some folks from the government have set up special places called refuges along the flyway where we can rest and feed. (hold up refuge sign) These refuges help us a lot and other wildlife too. Even many humans like to visit the refuges for birdwatching.

MIPSY: Say, I'm feeling better about this already. Will we ever come back to the Central Valley?

MICHAEL: Yes, Mipsy. After you and Marty have your babies and they're old enough to fly, you'll take off to come back. There will be some storms and other problems along the way, and you'll be just pooped by the time you get back here, but then the feeding will be mag-ni-fi-cent, and you can sit around and watch your kids grow up. The wintering grounds in the Central Valley are great! (hold up wintering grounds sign)

MIPSY: Sounds great. I'd better go pack. By the way, is there a name for all this flying around?

MARILYN: There sure is Mipsy. It's called migration. (hold up migration sign and read it out loud for Mipsy)

MIPSY: So that's it! Well, I've learned a lot, and I can't wait to tell Marty. Gotta' pack now. See you at the staging area, and then we can all take off together. Adios for now!

MARILYN AND MICHAEL, taking turns...: See you! Can't wait to get into that beautiful sky! Take care!

MICHAEL: Are we packed?

MARILYN: Not yet.

MICHAEL: Well, what are we waiting for honey? I'll help. Let's get to it. I just can hardly wait! (They exit together)

(hold up sign -- THE END -- Singing is heard. It is the habitat song to the tune of Row, Row, Row Your Boat)

Props - Signs for Puppet Show K-3

Reproduce signs on tagboard. Children cut them out and tape them to pencils. Players will raise the signs when cued by the script.

**HABITAT - A BIRD'S
ENVIRONMENT OR
SURROUNDINGS. WATER,
COVER, SPACE, AND FOOD
ARE NEEDED FOR HABITAT.**

**REFUGE - A PLACE PROVIDED
BY THE GOVERNMENT WHERE
BIRDS CAN REST AND FEED**

**MIGRATION - THE YEARLY
MOVEMENT OF BIRDS UP
AND DOWN A FLYWAY**

**PACIFIC FLYWAY - A PATH
THROUGH THE AIR FROM
CALIFORNIA TO ALASKA
FOR MIGRATING BIRDS**

**BREEDING GROUNDS - PLACES IN
ALASKA WHERE THE BIRDS HAVE
THEIR BABIES**

**WINTERING GROUNDS - AREAS IN
CALIFORNIA WHERE MIGRATING
BIRDS REST AND FEED**

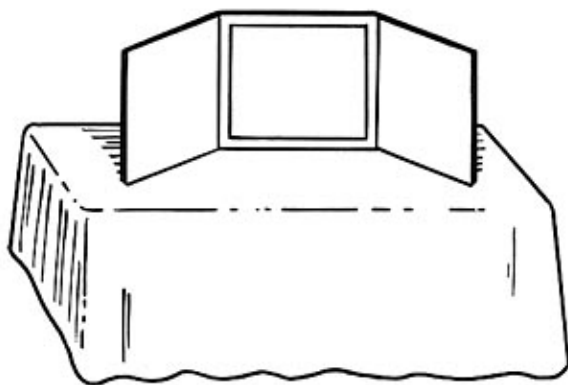
(opening:)

LET'S TRAVEL!

(closing:)

THE END

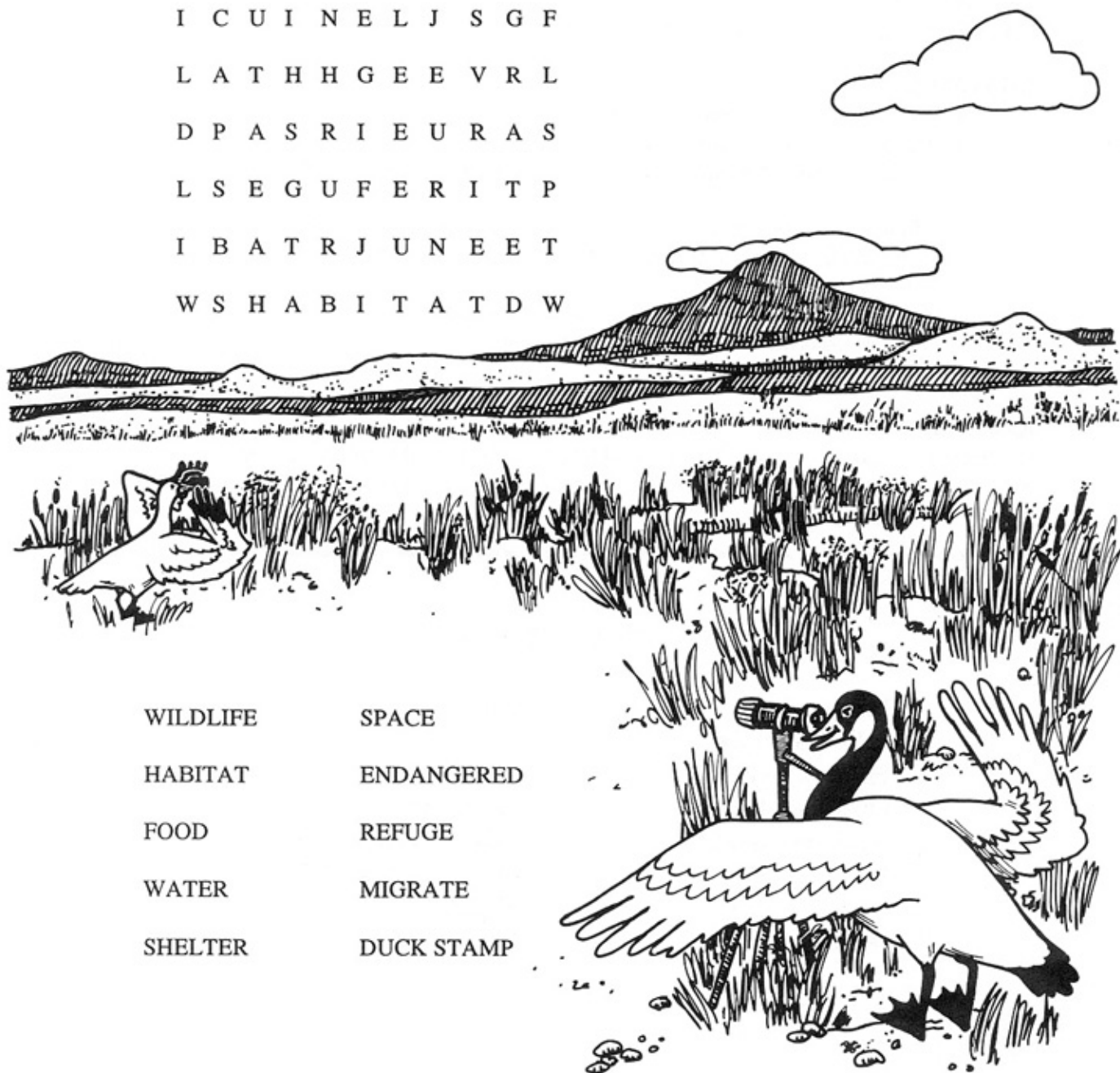
A simple stage can be constructed & placed on a draped table:



Name _____

FIND THE WORDS

E H V L C W A T E R C
S N Y H D O O F E R I
E N D U C K S T A M P
F E T A M S L K X I O
I C U I N E L J S G F
L A T H H G E E V R L
D P A S R I E U R A S
L S E G U F E R I T P
I B A T R J U N E E T
W S H A B I T A T D W



WILDLIFE

HABITAT

FOOD

WATER

SHELTER

SPACE

ENDANGERED

REFUGE

MIGRATE

DUCK STAMP

WATER USAGE

WATER WORDS

OBJECTIVE:

Students will be able to describe a variety of ways and reasons why water is important to people and wildlife.

HOW TO GET THERE:

Students brainstorm, make collages, and carry out family discussions on water usage and conservation.

MATERIALS:

Large pieces of paper, magazines, scissors, and glue

GO FOR IT!

1. Students discuss all purposes for water.
2. Working in teams, students cut out magazine pictures of water, looking especially for pictures that show how all living things need water.
3. Still in teams, students construct a large collage of overlapping water pictures on one large piece of paper. Display on bulletin board.
4. Final Discussion: Challenge students to think of all the ways they have used water during the day. Stress the importance of water.

ASSIGNMENT:

Duplicate the chart below on tagboard. Send it home to be posted for a few days and discussed by the family. Have students bring back a *list* from home of the ways they could conserve water if there was a shortage.

CAN YOU BELIEVE IT?

Taking a bath	30 gallons
Taking a shower	25-30 gallons
Filling a sink	1-2 gallons
Flushing a toilet	4-6 gallons
Washing clothes	30-50 gallons per load
Washing dishes	6 gallons per load
Washing a car	60 gallons
Watering a lawn	100-200 gallons per hour

WORD BUILDER

Name _____

How many words can you make from.....

HABITAT IS FOR THE BIRDS!

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

Think of more!

11.

16.

12.

17.

13.

18.

14.

19.

15.

20.



WETLANDS BINGO

You start it - the class continues

OBJECTIVE:

Students will see, hear, write, say, and spell wetlands vocabulary.

MATERIALS:

Pencils and paper

GO FOR IT!

1. Put these wetlands words on the board or the overhead projector:

marsh	wildlife	habitat	food
water	shelter	space	soil
fish	swim	dive	fly

Also use the words from the VOCABULARY LIST on page two of this activity, and add other words as the class thinks of more.

2. Students write any five words on their papers. Give about two minutes for quiet study.
3. Slowly, call out the words (but not in order), and mark them off as you go. When a word on a student's paper is called, the student marks off the word.
4. After a student has marked off all five words, he/she jumps up and shouts "BINGO!" The words on the paper must be checked and spelled correctly out loud. Then the student is up and the game begins again.

As the teacher, you are the first one up. Then sit back and relax!

VOCABULARY LIST

4-6

HABITAT - A balance of food, water, cover, and space which satisfies animals' needs for life

WETLAND - A place where the soil is always moist or covered with water

MARSH - A type of wetland where water lilies and cattails grow

ESTUARY - A place where fresh water and salt water come together

UPLANDS - Slightly elevated dry lands

WILDLIFE - Large or small animals that are not domesticated

WILDLIFE REFUGE - An area set aside by the government to be managed on behalf of the wildlife living there. Management includes planning, repairing, and improving the animal habitats, and teaching people about wildlife.

MIGRATION - Movement of birds between their breeding and wintering grounds

FLYWAY - A path birds travel when migrating between their breeding and wintering grounds

ORGANISM - A living creature

SPECIES - A group of animals that are mostly alike and can produce offspring

ENDANGERED - A certain species in danger of disappearing from the earth

DEVELOPMENT - Land that has been changed by man through farming, dredging, or the construction of roads and buildings. Land that is being used in a new way

RESOURCE - Part of our natural surroundings that we value and use

CONSERVATION - A careful protection of our natural resources so that they can be available in the future

POLLUTION - Occurs when people put unhealthy materials into the environment

ECOLOGY - The study of how organisms live and act in their environment

CURRENT BOOK SELECTIONS

K-3

FOR INFORMATION:

The Amazing World of Birds, Stephen Caitlin, 1989
A Bird's-Eye View of California, George and Doris Hoyt, 1989
A Picture Book of Birds, Roseanna Pistolesi, 1989
Where the Wild Geese Go, Meredith A. Pierce, 1988
What is a Bird?, Ron Hirschi, 1987
Discovering Ducks, Geese, & Swans, Anthony Wharton, 1987

FOR FUN:

All My Little Ducklings, Monica Wellington, 1989
The Nest on the Porch, Jane F. Babson, 1989
Petunia, Roger Duvoisin, 1989
Where the Wild Geese Go, Meredith A. Pierce, 1988
The Golden Goose, (book-cassette) Susan Saunders, 1987
The Very First Lucy Goose, Stephen Weatherill, 1987

Also see older books:

Wood Duck Baby, Berniece Freschet, 1983
A Bird's Body, Joanna Cole, 1982
Gertie the Duck, Nicholas P. and Romano Georgiady, 1982
A Duckling is Born, Hans-Heinrich Isenbart, 1981
From Egg to Bird, Marlene Reidel, 1981
The Wild Swans, Hans Christian Andersen, (retold) 1981
When Birds Change Their Feathers, Roma Gans, 1980
Make Way for Ducklings, Robert McCloskey, 1976
Birds are Flying, John Kaufman and Thomas Crowell, 1979

HABITAT TUNES

To "Row, Row, Row Your Boat" -- Practice, then sing in a round:

Help, help, help the birds
Or they'll be gone like that!
Food, water, cover, space,
That's their habitat!

To "London Bridge"

Everybody needs a home
When they roam
When they roam.
Everybody needs a home
Help the birdies!

Swans and geese and ducklings, too,
Need a home
Just like you.
Swans and geese and ducklings, too,
Help the birdies!

Will we ever get to rest,
I'm depressed
Where's my nest?
Will we ever get to rest?
Help the birdies!

Now I see where I can stand
Farmer John
Lets me land.
A place for me, now ain't that grand?
He'll help the birdies!



(use with gestures)

If you know Musical Chairs, then you already know . . .

MUSICAL GEESE

OBJECTIVE:

Students will understand how loss of habitat contributes to the decrease in waterfowl population through an elimination-type game.

MATERIALS:

- Pieces of green construction paper with the drawing of houses, roads or other development on the back -- see sample
- Music (record or tape)

READ TO YOUR CLASS:

Everybody likes to sing. We know that when ducks sing, it sounds like this: Quack! Quack! (class imitates, and they will). Geese like to sing too, but their song is more like this: Honk! Honk! (class repeats). Today, you will pretend to be geese, and instead of honking songs, I will play regular music for you. If you feel like honking anyway while we play, HONK AWAY!

PRACTICE:

Put the green squares on the floor in a circle, each student to a square. Start the music, and ask them to move like geese (flapping wings and honking). Stop the music. "Take away" one square by turning it over to the picture side. The goose's natural home or habitat has been changed by people so that geese can no longer live there.

THE REAL THING:

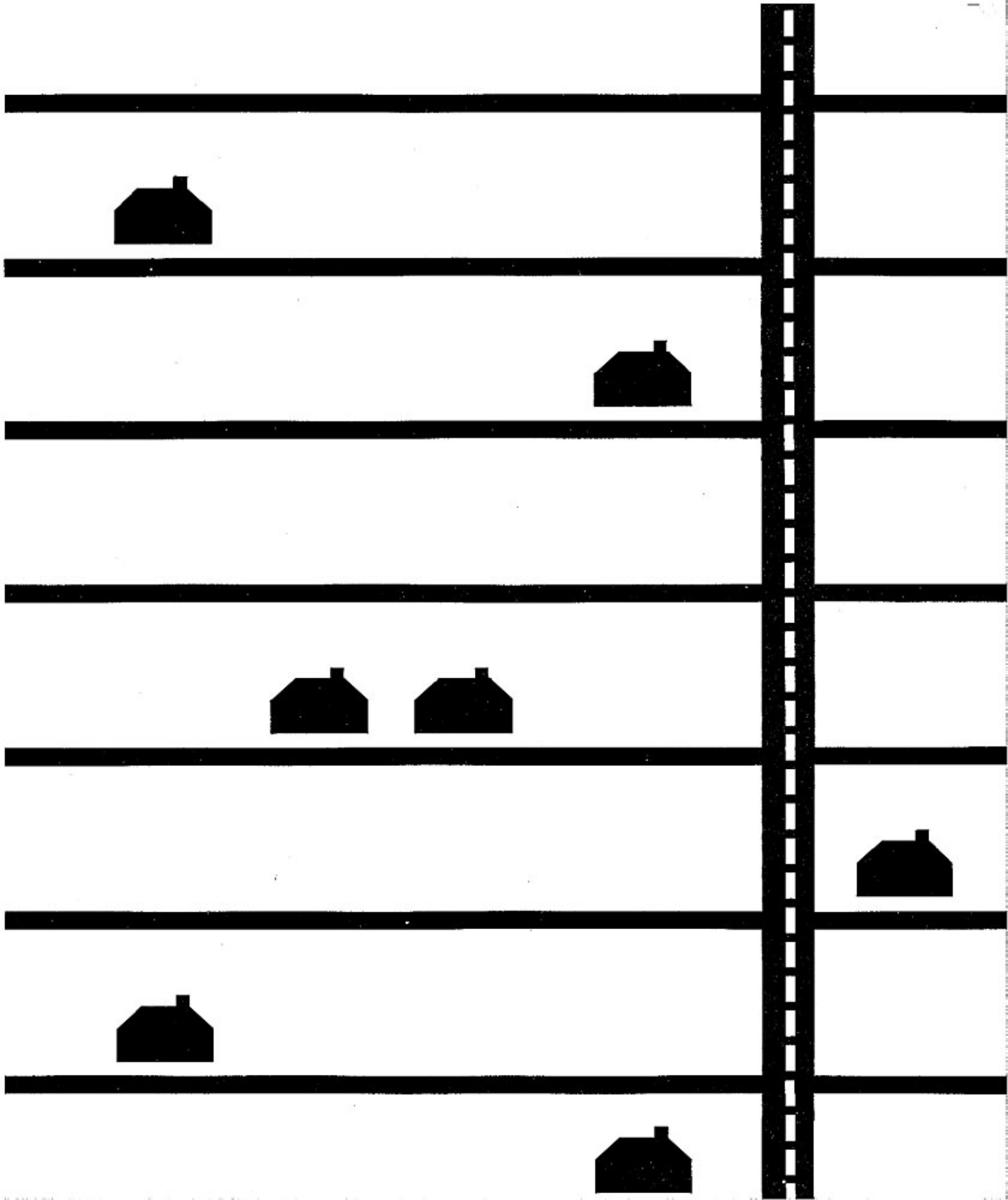
Start the music again. Children will move in "cake-walk" fashion. Stop the music, and the goose without the plain green square will have to fly away back to his/her desk because the habitat is not available where development exists. Continue the game and stop with the last two geese.

SUMMARIZE WITH THE CHILDREN:

- What happened? The geese lost their homes. The things they needed for habitat like *food*, *shelter*, *cover* for nesting, and *space* away from people, disappeared.
- What else could have happened? People could have remembered the birds and other wild-life and left enough land and water for them, too.

Now, reverse the game and give some habitat back to the geese, so that needs are met for humans and wildlife.



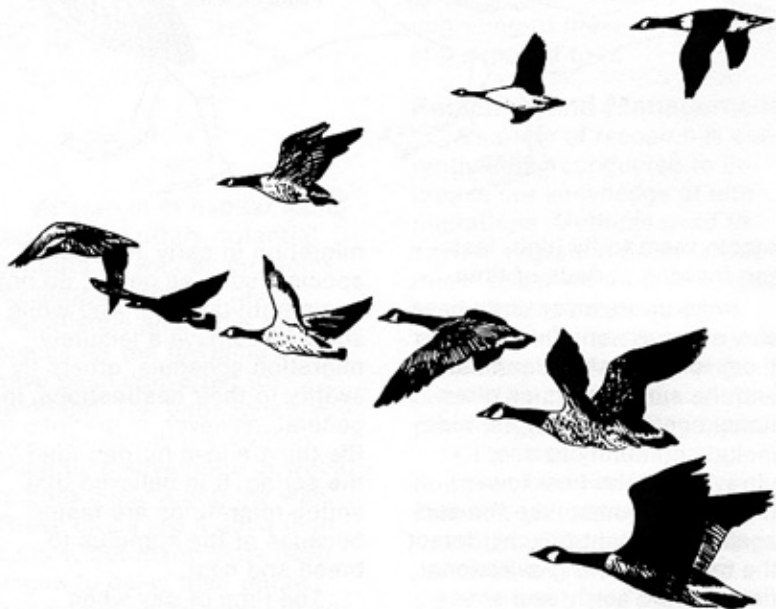


Migratory Birds

In spring and autumn, the sky can become dark with countless birds flying between their **breeding grounds** and **wintering grounds**. This seasonal or periodic movement, called **migration**, is not unique to birds. Various wildlife species ranging in size from butterflies to whales are migratory.

Why Do Birds Migrate?

The reason birds migrate can be explained only partially at this time. Several theories for migration have been identified, and it is probably a combination of factors that stimulates birds to migrate. One theory suggests that changes in weather which affect the availability of food and water cause birds to migrate. Waterfowl obviously cannot feed in frozen lakes and many insect-eating birds leave the north to winter in Central America after feeding on the abundant Arctic insects all summer. A second theory links migration to genetic or inherited characteristics by suggesting that migration is an instinctive return to ancient habitat areas.



Migrating Canada geese

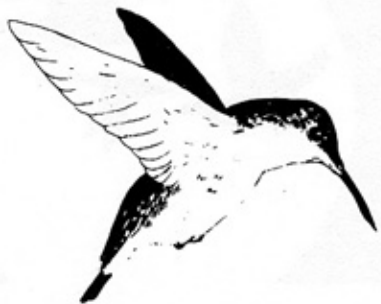
How Do Birds Migrate?

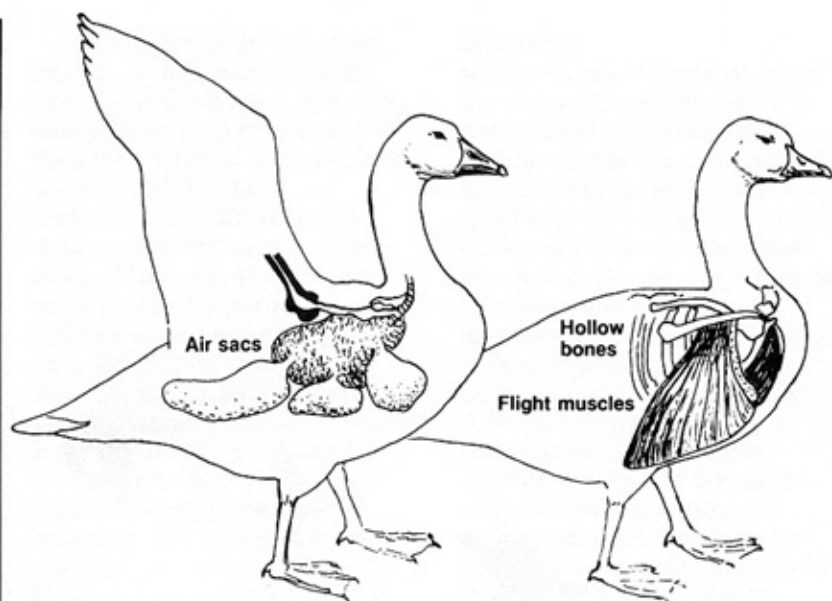
During migration, birds accomplish remarkable feats. For instance, a ruby-throated hummingbird can fly 500 miles in 25 hours, an average of 20 mph; mallards can fly as high as 21,000 feet; geese attain speeds of 50 mph; and greater shearwaters migrate 8,000 miles annually. The destina-

tions of migratory birds are as amazing as their flights. After a journey of 3,000 miles, the Tennessee warbler has been known to return to the same tree in which it nested the preceding year.

Migratory methods are also varied and fascinating. In addition to the usual method of flying, some seabirds migrate by swimming; mountain quail migrate by walking down mountain slopes.

Several senses and adaptations enable birds to migrate. For a start, most migratory birds have very powerful flight muscles. They also have a highly developed respiratory system, hollow bones, internal air sacs, and specialized body shapes. All of these features





enable them to fly high, fast, and for long periods of time.

In addition, most birds have very sharp vision. This enables them to use distant landmarks and the sun or stars as directional cues. Other helpful aids include an ability to see ultraviolet light, hear low-frequency sounds (like the surf against a distant beach), detect the magnetic and gravitational fields of the earth, and sense weather frontal systems and changes in barometric pressure. One or several of these aids may be used depending upon the species and the route traveled.

When Do Birds Migrate?

Times of annual migrations vary. For instance, while many shorebirds begin their fall

migration in early July, other species, such as geese, do not begin until late fall. And while some birds have a leisurely migration schedule, others fly swiftly to their destinations. In general, however, migrations in the fall are less hurried than in the spring. It is believed that spring migrations are faster because of the stimulus to breed and nest.

The time of day when migration occurs also varies. In general, most small birds migrate by night. Ducks and geese may migrate both day and night. Observations made with telescopes focused on the full moon have shown birds migrating over one area at a rate of 9,000 birds per hour! Travel by night enables some of the small birds to avoid their

enemies. In addition, by traveling at night, birds can spend the day feeding and resting. Day migrants include loons, cranes, gulls, hawks, and vultures. Soaring birds such as broad-winged hawks migrate only during the day because they are dependent upon up-drafts created by the sun.

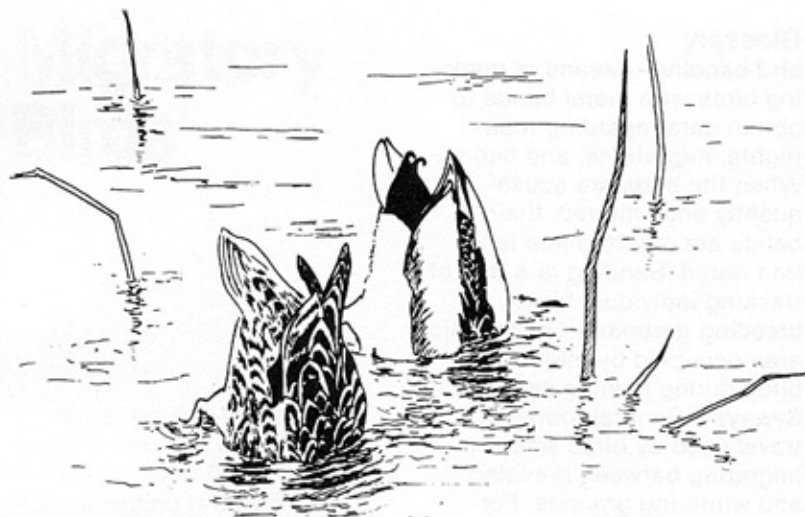
Where Do Birds Migrate?

Migration can take birds from the Arctic to Antarctica. While most species' journeys are not that long, many birds—even small songbirds—do travel impressive distances. This makes bird migration an international concern. Where birds migrate depends on a variety of elements, but the importance of food, water, and shelter must not be overlooked. Many species of birds will seemingly travel several thousand miles out of their way but actually take that route because of the availability of food sources.

While general directions of flight are consistently followed by migrating birds, it is important to remember that the term "migration route" does not mean an exact, specific route between wintering and breeding grounds. Routes tend to follow major habitat types, avoid crossing obstacles like mountain ranges, and provide the necessary food, water, and shelter. Migration routes tend to follow a north-south path, but routes can also include east-west movements.



Nocturnal migrants



Temporary migration stopover

There appear to be four broad migration routes in North America. For research and management purposes these routes are depicted as four distinct **flyways**: the Atlantic Flyway, the Mississippi Flyway, the Central Flyway, and the Pacific Flyway. Of these, the Mississippi route is used most.

Difficulties Along the Way

Despite the many benefits of seasonal movement, a number of problems can occur during migration. Migrating birds are under considerable stress and use up a great deal of energy in sustained flight. A sudden storm that blows them off course or unusually cold weather that reduces their food supply can have disastrous results. Stress also makes them more susceptible to disease, as does the fact that some birds migrate in large flocks where disease can spread easily. Another problem for migratory birds is collisions with skyscrapers, picture windows, radio towers, etc.

Alteration of habitat along the flyways offers potential benefits as well as problems for migrating birds. Many marshlands and other resting places for the traveling birds have been converted to farmland. The birds must feed and rest to survive, so they often take advantage of wheat or corn fields along the way. These crops are a good food source, but many birds have begun to delay their migrations, feeding for long periods in areas with prime supplies. This not only presents a problem for the farmer but also for the birds which may suffer a higher incidence of disease or face severe weather as the seasons change. The conversion of land for many other uses such as housing or commercial development reduces the amount of food available during migration.

Migratory bird populations can also be seriously affected by contact with pesticides. For many years DDT was used to kill insects. Through the food chain process, DDT accumulates in the bodies of birds and mammals. For birds, this can result in thin-shelled eggs, infertility, and sometimes death. While DDT is now banned in the United States, it is still used extensively in other parts of the world. Therefore, birds migrating to these areas are still exposed to it.

Research and Management

A variety of research is currently being conducted to increase our knowledge of bird migrations. Methods used to collect migration data include direct observation, recordings of calls, **bird banding**, radio tracking, radar observation, and laboratory studies involving orientation, navigation, and the physiology of migrating birds.

Of all these methods, however, bird banding has probably yielded the most information. Bird banders trap or net birds and place a metal band on each bird's leg. Each band has a different number on it. This number, along with a description of the species of bird, its age, sex, and date of banding, is sent to the U.S. Fish and Wildlife Service. After the banded bird is released, it may be caught again by banders, die of disease or other natural causes, or be shot by hunters. Information on the recapture, or the band from the dead bird, is then sent to the Fish and Wildlife Service.

By analyzing the reported bands, wildlife professionals can tell where birds breed and winter, how long they live, and the times, lengths, and routes of their migration. Band recoveries provide valuable data for the biologist to use when estimating the relative abundance of a particular species in an area or population. The public can play a valuable role in this research by sending any bird band found to the address on the band.

The information obtained from research provides valuable contributions to the management of migratory birds. Some examples of how research data are used by wildlife experts include how to: combat disease outbreaks, change feeding patterns that are damaging crops, and set harvest limits for migratory bird hunters. Much of the management of migratory birds consists of making sure that adequate habitat exists along the migration routes so birds can rest and feed. Hundreds of private, State, and Federal wildlife refuges have been established to help meet these needs. Similar efforts are also conducted in other countries. This international effort is crucial to the survival of migratory birds.

Research, habitat preservation and management, and international treaties insure that migratory birds will be here for future generations.

Glossary

bird banding—Means of marking birds with metal bands to obtain data regarding their flights, migrations, and habits. When the birds are subsequently encountered, their bands are reported and location noted. Banding is a way of tracking individual birds.

breeding grounds—Geographic area occupied by migratory birds during nesting season.

flyways—General routes of travel used by birds when migrating between breeding and wintering grounds. For ducks and geese in particular, there are four major flyways in the United States: Atlantic, Mississippi, Central, and Pacific. The actual migratory routes of individual bird species may vary from these general flyway patterns.

migration—Seasonal or periodic movement between breeding and wintering grounds. Bird migration varies among species in terms of destinations, time, and duration. Generally migration is accomplished to utilize better feeding grounds.

wintering grounds—Geographic area occupied by birds in the winter. Wintering grounds are usually the most southerly range at which North American migratory birds spend the winter.

Freshwater Marsh

Few people realize the importance of **freshwater marsh** resources to the early settling of America. Trappers in search of beavers and other furbearers that were abundant in marshes, mapped rivers and founded outposts. These outposts later grew into cities such as Chicago, Detroit, and New Orleans. Settlers utilized the freshwater marshes' natural resources. Fish and game harvested there filled many tables. Marshes provided reeds for caning and marginal grazing land for livestock.

Too often, though, marshes were viewed as mosquito-infested wastelands to be used for dumping grounds or to be "improved"—drained or filled for agriculture or construction. Drainage had begun by George Washington's time, and alterations of freshwater marshes and other wetlands have since been carried out on a massive scale.

It is estimated that today the United States has already lost 45 percent of its original wetlands acreage.

During the past few decades, people have begun to realize the ecological values and benefits of freshwater marshes. These valuable functions were noticed when they were interrupted due to wetland destruction.

One of the first values observed was the marshes' importance as habitat for wildlife, particularly waterfowl. As wetlands were destroyed, populations of ducks and geese declined. By 1956, the U.S. Fish and Wildlife Service had developed a wetlands classification system based on their value to wildlife and instituted programs to protect wetlands. At first wetland preservation was focused in terms of wildlife habitat. Now people are discovering that wetland preservation can provide some alter-

native solutions to water supply problems (floodwater storage, **groundwater recharge**, wastewater filtering).

Ecology

A freshwater marsh is an open area, dominated by nonwoody, or herbaceous, plants. Often the vegetated areas are interspersed with patches of open shallow water. Marshes may be flooded for all or only part of the year. However, they must be flooded enough to sustain herbaceous vegetation that is adapted to living in water-saturated soils—plants like cattails and bulrushes.

The freshwater marsh is one of several kinds of wetlands. Other wetlands include bogs, swamps, and salt marshes. They are formed in low-lying areas on river flood plains and coastal plains and in depressions formed by glaciers. Wetlands are more than their name directly implies—



more than just soggy earth, a mere interface between land and water. They are unique ecosystems, different from either land or water.

Freshwater marsh communities include a variety of unique plants and animals. The exact species composition of any particular marsh depends on many things: geographic location, water chemistry, depth and duration of flooding, season, and climate. Most freshwater marshes are very productive habitats. They produce more plant matter per **hectare** (2.47 acres) each year than cropland; and marshes don't need the addition of supplemental fertilizer.

Marsh animals feed on the plants and on each other in what are biologically known as "food chains." Of course, few animals eat only one kind of food, so these simple "food chains" are woven together into a complex "food web." (See Student Page.)

Marsh Wildlife

Freshwater marshes are vital wildlife habitats. Their high productivity supports a variety of creatures. During the breeding season, marshes provide cover, food, and nesting areas. The myriad voices of the spring chorus of frogs and toads reflect



Leopard Frog

this abundance of creatures. Salamanders congregate briefly to lay eggs. The newly spawned fry of sunfish, bass, and bullheads hide among the plants. Birds—songbirds, shorebirds,

and waterfowl—raise their broods in nests among the reeds and cattails. During migration and in the winter, birds use marshes for feeding and resting areas. Many mammals, such as deer, and furbearers like the muskrat, live on the marsh or visit it to feed.

Changing Marshes

Marshes are constantly changing, gradually filling in and becoming land. This takes place through the natural inflow of soil and organic matter from the surrounding area, and through the buildup of dead plant material. As the water becomes shallower, cattails will grow farther out into the open water of the marsh. As the edges of the marsh become drier, the marsh slowly turns into a sedge meadow and may eventually become a forest. This gradual process is known as **succession**, normally occurring over a period of hundreds or thousands of years.

Humans can accelerate the process of succession through carelessness. Marshes fill in by **sedimentation** when **erosion** results from construction or farming in the marsh's **watershed**. Fertilizer runoff from nearby farms and lawns can increase plant growth in the marsh. When the plants die, their decay robs the water of oxygen necessary for fish and other aquatic organisms to sustain life.

In some instances the process of succession is naturally reversed, and new marshes are slowly created or old ones renewed. Over long periods of time, changes in rainfall and the course of rivers, the movements of glaciers, and the geological lifting of the land create new places for wetlands to form. Old, grown-in marshes can be rejuvenated when localized fires burning through the vegetation reopen water pools. The fires release nutrients stored in the dead vegetation and thus contribute to the maintenance of the marsh.

Animals also change wetlands. Muskrats—cutting cattails and bulrushes for food and to



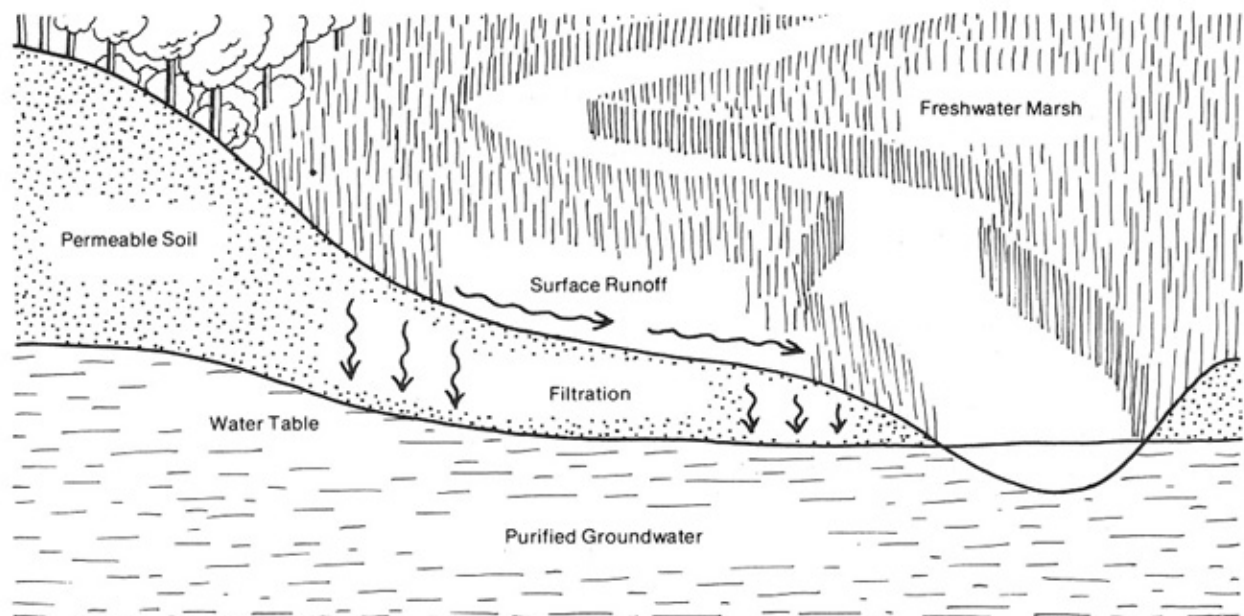
Giant Water Bugs

build their houses—can control the abundance of marsh vegetation. Muskrat "eat-outs" open up dense marshes, making more suitable habitat for ducks and fish that require some open water for swimming and feeding.

Beavers are best known for creating or changing marshes. Beaver dams, sometimes very large, cause flooding and create new wetlands. Forests are "opened up" as trees are killed by the standing water. In a few years the beavers move on to build a new dam elsewhere, leaving a moist meadow behind. This repetitive pattern was more common during the early settlement of this country when beaver populations were more widespread.

Water Resources

Freshwater marshes have important water resource values. Flood control is a natural function of marshes. Their soils and vegetation act as natural "sponges" that have a tremendous ability to absorb and retain excess water. This storage capacity can save the adjacent area from flood damage. During severe flooding in eastern Pennsylvania in 1955, the only two bridges surviving undamaged were located below a large cranberry bog. The presence of wetlands along shores and riverbanks also helps to



Groundwater Recharge from a Freshwater Marsh.

protect these areas from erosion. The dense root systems of the marsh plants hold soil that would otherwise be washed away.

Some of the water stored in marshes evaporates; some may be fed out slowly into streams. Still more of the water may seep underground to recharge the groundwater table. Whether this recharge occurs depends on the soil layers between the marsh and the groundwater. Where the soil is permeable, water will seep through. Recharge is important, especially where groundwater is being pumped out to supply human needs. When marshes are destroyed, rainwater, instead of being stored and seeping back to the water table, runs off and is no longer available for use in that area. Many areas now faced with groundwater depletion would have less serious problems if their wetlands were intact.

Wetlands also function as filters, removing pollution and sediments from water flowing through them. The slow rate of flow through marshes allows solid particles such as sand, silt, and clay to settle out. Nutrients in the water are broken down by bacteria and other microbes and absorbed by plants.

When wetland areas are developed—drained, **dredged**, filled, or channelized—wastes discharged there are no longer purified by normal biological processes. This results in pollution of the water supply. Wetlands can provide this purifying function only to a limited degree. Large amounts of pesticides or heavy metals, for instance, overload the system and threaten all marsh wildlife. Research is currently being conducted on the capacity of marshes to function as sewage treatment plants. Some marshes can process human waste with only minimal impact so long as nutrient loads are not excessive and the contents not too toxic.



Pumpkinseed Sunfish

Management

Most freshwater marsh management today is done by State and Federal agencies, private conservation organizations, and groups interested in hunting. Traditional management programs have been based more on "common sense" than on a real understanding of the functioning of wetland systems. Intensive research is being conducted on wetland ecology to provide a better basis for making management decisions.

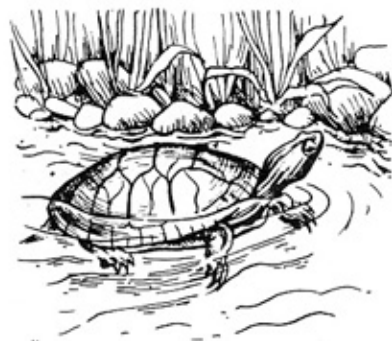
Specific management techniques can be used to improve freshwater marshes for wildlife. Building islands and sowing food plants provide nesting areas and food for marsh wildlife. Techniques can be used to increase natural marsh plant populations wherever water levels can be controlled. The water is "drawn down" in the spring, allowing plants to grow in areas where water was previously too deep. These areas are then reflooded in the fall to make the food available to migrating waterfowl.

Blasting, flooding, and plant cutting are used to create open water areas in very dense marshes. The feasibility of establishing marsh vegetation in normally

drier areas is also being researched with some success. In many cases, the only management a marsh needs is preservation.

Marsh Values

Freshwater marshes are too valuable to be unthinkingly destroyed. Before signing them over for development, people must consider the marshes' importance to the ecosystem. The marshes' connection to the groundwater and potential importance for flood control should be determined. A scattering of marshes is important, providing "habitat islands" for wildlife. Marsh plants help maintain the balance of gases in the air by taking in carbon dioxide and releasing oxygen. Freshwater marshes are valuable as open space, recreation and historic sites, scientific study areas, and for esthetic enjoyment.



Western Painted Turtle

Protecting Our Marshes

As people increasingly recognize the importance of wetlands, laws are being enacted to protect them. The Federal Clean Water Act (Section 404) now requires permits to be issued before dredging or filling of wetlands. Executive Order 11990 also provides for wetland conservation so that Americans will "protect against the cumulative effects of reducing our total wetlands acreage."

Despite these measures, the United States is still losing 300,000 acres of wetlands every year. More public support is still needed for programs encouraging conservation of freshwater marshes.

Glossary

dredging—Deepening a waterway by digging up the bottom.

erosion—The wearing away of soil by water or wind.

freshwater marsh—A wetland that contains freshwater and is dominated by herbaceous vegetation such as cattails and reeds.

groundwater recharge—Replenishment of the underground water supply.

hectare—Measurement of area in the metric system; 1 hectare (10,000 m²) = 2.471 acres.

sedimentation—The process of suspended solid materials (e.g., sand, silt, plant matter) settling out of water.

succession—A gradual, natural sequence of changes in the plant and animal communities occupying a given area.

watershed—The area of land that drains into a particular body of water.